

**HOLT**

**Third Course**

**ELEMENTS OF  
LITERATURE**

# **Holt Multicultural Reader**

## **Teacher's Guide**

**Answer Keys  
Selection Tests  
Graphic Organizers**



# Elements of Literature

Third Course

## TEACHER'S GUIDE HOLT MULTICULTURAL READER



**HOLT, RINEHART AND WINSTON**

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# To the Teacher

The *Holt Multicultural Reader* is designed to help your students master the art of reading. How does it fulfill this promise? How does it empower students to read great literature and to become contributing members of this “information age”?

## Guiding Principles of the Program

The development of the *Holt Multicultural Reader* was guided by several principles:

- Students need explicit and systematic instruction to develop strategies to unlock the meaning of literary and informational text.
- Students need explicit and systematic instruction for applying skills.
- Students need opportunities to interact with the text in order to access the meaning and power of the printed word and develop positive attitudes toward reading.
- Students need to read a wide range of material in order to become comfortable with the many text structures that they will encounter in the real world.
- In order to master language arts skills, students need to fully understand the expectations for each skill and see how the skill applies to what they are reading.
- Students need scaffolded instruction, starting with strong guided support and leading toward independence.

## Structure of the Student Book

There are two parts to the student book. In Part One: Reading Literature, students interact with literary selections while practicing mastering language arts skills.

In Part Two: Reading Informational Texts, students interact with authentic real-world texts while practicing reading skills.

## A Bridge to Learning and Mastery

**Q:** How does the *Holt Multicultural Reader* serve as a bridge to *Elements of Literature*?

**A:** In each collection in Part One—

- Students read interactive selections with full support in order to reinforce a skill taught in the corresponding *Elements of Literature* collection or to extend their reading experience.

In Part Two—

- Students read additional informational selections in the *Holt Multicultural Reader*, which provide further practice mastering the language arts skills.

**Q: What support is provided for the selections in the *Holt Multicultural Reader*?**

**A:** The selections in the *Holt Multicultural Reader* are supported by—

- a Before You Read page that preteaches the literary focus and provides a reading skill for students to apply to increase their comprehension
- a Vocabulary Development page that preteaches selection vocabulary and provides a vocabulary skill for students to apply while reading the selection
- interactive questions at point of use in the selection that guide students' reading and help them respond to the text
- a Skills Practice page that helps students apply the literary focus to the selection
- a Skills Review page that provides vocabulary practice and comprehension questions

**Q: How does the *Holt Multicultural Reader* help students build independence and provide further reading opportunities beyond *Elements of Literature*?**

**A:** Research has shown that the more students read, the better they will read. In addition, the more they interact with text—asking questions, clarifying information, making connections—the better they will understand.

The *Holt Multicultural Reader* provides—

- additional literary selections for each collection in *Elements of Literature*
- informational texts and documents for interactive reading

## Structure of the Teacher's Guide

The Teacher's Guide is divided into four sections:

### Section One • Answer Key to the Student Edition

Answers and suggested responses to selection sidenotes and all activities appear in this section of the Teacher's Guide.

### Section Two • Graphic Organizers

The graphic organizers provided here can be used over and over again. These organizers are specifically geared to help students achieve skills mastery.

### Section Three • Selection Tests

Selection tests accompany every selection in the Student Edition. Each test includes objective questions that assess students' comprehension of the selection and acquisition of vocabulary words.

### Section Four • Answer Key to Selection Tests

The answer key provides answers to selection test questions.

## The *Holt Multicultural Reader*: Success for Your Students

This book will help you ensure that your students master language arts skills. In addition, this program will help you help your students develop the strategies they will need to be successful in the twenty-first century.

# Section One

Answer Key to  
the Student Edition



## Part One

### COLLECTION 1

#### My Horse, page 4

##### Page 6

###### SETTING

Answers may vary. Words that show how Ralph feels about the setting of his aunt's house: "I loved to watch the herd run"; "creek-crossed allotment that nourished"; "I imagined myself riding." These words create a feeling of happiness, longing, and joy.

##### Page 7

###### PREDICT

Ralph probably looks wet and possibly cut or injured, but determined. The horse probably looks muddy, wet, and scared. Possible predictions: Because of his determination, Ralph is more likely to win this conflict.

##### Page 8

###### INFER

Answers may vary. Details that describe how Ralph and Skeeter get along: "Skeeter understood what I wanted"; "I rode her every day before and after school"; "She ran with the other horses, but she came to me when I called her"; "My favorite picture is of me standing on Skeeter's back." Possible response: The bond between Ralph and Skeeter is close but respectful.

###### PLOT

Possible key events: Ralph's father dies, and his allotment becomes Ralph's; Aunt Tish sells her herd; Ralph joins the Marines; Ralph leases his land; Ralph gets married and has children; Ralph moves to California and leaves Skeeter behind.

###### IDENTIFY

Ralph has to leave Skeeter in 1941 because he enters the Marines; he has to leave her in 1950 because he moves to California.

##### Page 9

###### INTERPRET

Possible response: Skeeter is a "measure" of Ralph's life in that when he looks at his horse, he can see how far he has traveled from his boyhood and how much has changed since that time. He has also watched, while living far from home, his house "grow old" and decay. It is as if he has watched his

life—the place where his life was meant to be lived and the people who matter him—from a distance.

###### INFER

Descriptions of Skeeter during Ralph's visit: "She was twenty years old and walked slowly"; "Skeeter followed me like a puppy"; "I saw Skeeter in the rearview mirror, standing at the fence, ears pricked." Possible response: Skeeter has shown Ralph long-lasting devotion. The last sentence foreshadows Skeeter's death.

##### Page 10

###### IDENTIFY

Sentences that tell why Ralph moves his family back to the reservation: "We didn't like the noise and crowds of California, so a year later I moved my family back to Oklahoma. I had longed for the quiet of home and the activity of our tribe."

###### SETTING

Possible response: As a young man, Ralph loved the wild natural state he found on the allotment. As an adult, he lets it return to this natural state as a form of appreciation for this aspect of the home place—the power of nature to reclaim things.

###### PLOT

Words that show how Ralph feels when he discovers Skeeter's bones: "I cried for Skeeter"; "I thought of making a small cross but didn't know what good that would do so I did nothing except tell Skeeter good-bye." Students may say that they feel sad or angry at Ralph for having abandoned Skeeter. There is no sense of resolution to Ralph's relationship with Skeeter because knowing where Skeeter died does not help Ralph with the guilt and regret of not being present for most of her life.

##### Page 11

###### PLOT

Possible response: Johnston's offer is a second chance for Ralph because, though he couldn't be there for much of Skeeter's life, he will be able to watch over her colts. Most students will say that Ralph will do things differently this time. He will make sure that Skeeter's descendants are well cared for and not left alone.

#### ■ Possible Answers to Skills Practice

##### Plot Diagram (page 12)

**Setting:** The story mainly takes place on allotments of land on a Native American reservation. The setting shifts from Ralph's boyhood in the 1930s to his adulthood in the 1950s.

**Basic Situation:** As a teenager, Ralph wants to catch and tame a Mustang.

**Main Events:**

1. Aunt Tish gives Ralph the chance to catch a Mustang, and Ralph must figure out how to do it.
2. Ralph catches Skeeter, tames her, and bonds with her.
3. Ralph joins the Marines after high school and must leave Skeeter behind. He makes certain Skeeter is cared for.
4. Back home from war, Ralph marries and has children.
5. Ralph moves to California with his family. He phones twice a month to check on Skeeter, now sixteen.

6. Aunt Tish's death brings him back for a visit. Skeeter, now twenty, shows him her devotion.

**Climax:** Ralph understands he has allowed himself to grow older while watching the life he cares most about living go on from a distance. He feels guilty but leaves, whereupon Skeeter dies.

**Resolution:** Ralph returns to the home place to live the life he has missed. Ralph learns of Skeeter's colts and feels he has a second chance.

## ■ Possible Answers to Skills Review

### Vocabulary and Comprehension (page 13)

- A.**
1. parcel
  2. chiggers
  3. cinch
  4. adjoining
  5. deteriorating
- B.**
1. The setting is ancestral Native American land parceled off by the American government. The land is described with a mixture of wonder, mystery, and fear of the natural world.
  2. Skeeter comes to be Ralph's horse when his Aunt Tish allows him to catch one of her mustangs. He catches Skeeter and trains her to be his horse.
  3. Ralph joins the Marines. When he returns, he marries, has children, and moves to California.
  4. Ralph finds out that Skeeter has died when he comes across Skeeter's bones while hunting.
  5. Ralph learns that Skeeter has several colts, one of whom is pregnant.

## Music Lady, page 14

### Page 16

#### IDENTIFY

Words that give important information about the narrator may include "poetry"; "orphanage"; "record store"; "sounds that made my poetry seem brighter." Students may say that the narrator is an orphan who writes poetry. She comes to a music store to write and find encouragement.

#### VISUALIZE

The narrator's uses of imagery include "rows of deep, wooden, forest-green troughs filled with the faces of musicians and instruments"; "big band music"; "flutes, bells, and drums of my father's family"; "silence of the orphanage"; "blared in silence"; "flicked through the records, like playing cards"; "magic seeping through the glass doors." The senses of sight and sound are combined in surprising ways.

### Page 17

#### SETTING

Underlined words may include "creek-skipping water and duck laughs"; "lace edging his jacket and pants"; "close my eyes for filling"; "follow the strings of music"; "slip down into its colors"; "rainrhythm"; "rainsong"; "slim creamed-skinned lady with rouge-circled cheeks"; "smelled of softness."

#### PLOT

Possible summary: The narrator is invited by Mrs. Smith to have a music booth of her own and is told that she is welcome to listen any time. In the future the narrator will have an increased interest in and appreciation for music. She and Mrs. Smith may become friends.

### Page 18

#### INFER

Students will underline "I belonged." Possible response: This girl is an orphan who has memories of her parents. She has discovered this store as her "special place" but always stayed on the edges, hoping to be allowed to stay. The kindness and welcome she has found here will offer her some way to balance the silences, sadness, and loneliness.

### Page 19

#### ANALYZE

The narrator's uses of imagery include "Billy Holiday sang sadness"; "tribal music and wonder where my father was"; "Big band sounds signaled tears"; "'Maple Leaf Rag' that warmed"; "Beethoven . . . made thunderous rain"; "Haydn knew the calm of sunny Lake Washington." The moods created by her imagery are mournful, comforting, fearful, and calm.

## WORD STUDY

Possible responses: *support; teleport; transport.*

## PLOT

Mrs. Smith listens to the narrator's poems without laughing or offering corrections. She gives the narrator the sense that she matters—and that her writing matters.

## Page 20

### IDENTIFY

This is a flash-forward. Clues: "Many years later"; "I was forty-five."

### COMPARE & CONTRAST

Possible response: Holiday's music and the narrator's poetry are both means of expressing intense personal feelings.

### INTERPRET

Possible response: The gift refers to Mrs. Smith's sharing of music and her acceptance of the narrator as a person of worth. The narrator has offered her own gift, thanking Mrs. Smith for the important role she played in her life and showing her that her actions helped someone greatly—that she helped salvage beauty from chaos and sadness. The narrator has also given the gift of her poetry—of beauty—to an indifferent world.

## ■ Possible Answers to Skills Practice

### Mood Chart (page 22)

**Setting—Words and Phrases:**

"trumpets and cellos blared in silence from cardboard covers"

"sound-proofed booths created individual worlds of monophonic magic seeping through the glass doors"

**Mood Created:** bold; exciting; intimate; enchanting

**Imagery—Words and Phrases:**

"cuddled in sunlight, even in the rain"

"a cold early-spring-drizzle mood"

"one of the floorworn aisles still narrow with record bins"

**Mood Created:** comforting; depressing; nostalgic

**Overall Mood:** intimate; enchanting; nostalgic

## ■ Possible Answers to Skills Review

### Vocabulary and Comprehension (page 23)

- |                                       |                        |
|---------------------------------------|------------------------|
| A. 1. <i>pendere</i> , "heavy; large" | ponderous              |
| 2. <i>affirmare</i> , "to strengthen" | affirmative            |
| 3. <i>tolerare</i> , "to bear"        | tolerant               |
| 4. <i>spiritus</i> , "breath; spirit" | sprightly              |
| 5. <i>gravis</i> , "heavy; weighty"   | gravitate              |
| 6. inspire <i>spiritus</i>            | give spirit to         |
| 7. engraved <i>gravis</i>             | heavy, weighty writing |

- B. 1. The narrator of "Music Lady" is an orphan who writes poetry and loves music. She is physically awkward, shy, sensitive, and lonely. She has a rich inner life and a great capacity for love.
2. The narrator likes going to the music store because it is comforting, warm, and inspiring. She listens to music through the walls of the listening booths, browses through the records, and writes poetry.
3. The narrator thanks the music store owner for encouraging her writing and for letting her listen to music.

## Trees, page 24

### Page 25

#### IDENTIFY

Students will probably underline "We wanted the fruit to come." These words suggest a mood of longing and desire.

#### INTERPRET

It takes many years, and a good deal of tending, for children to grow big enough to bear the fruit of their lives well.

#### CAUSE & EFFECT

Possible response: The father's watering of the tree causes it to bear fruit. The effect of the tree's fruit is to create excitement and eagerness in the girls.

### Page 26

#### PREDICT

The father tells them not to touch the budding pear because he is afraid they will knock it off the tree. They will probably not be able to honor this command.

#### ANALYZE

Possible response: The father's fears were unwarranted. The girls have learned to be careful and gentle.

### Page 27

#### CONNECT

Students will circle "Mother brought out the special plate." Students will probably note that the preparation of the fruit reminds them of a ceremony that involves the preparation and eating of food.

#### PARAPHRASE

The custom says that the child with the most honor will take the smallest piece and save the largest one for his or her mother.

**PLOT**

Answers will vary. Words that signal a flash-forward: “Now”; “he has cut the tree down”; “Mother is a bird flying”; “Sister sends me fruit”; “We are young . . . / hungry.” Students may point out that the father no longer dotes on the tree and, in fact, regards it as a nuisance. The line “Mother is a bird flying” suggests that she is absent, possibly dead. The narrator and her sister have left their parents’ home.

**EXPAND**

Possible response: The plural title might signify the sisters. Lines 74–78 invite a comparison between the trees and the sisters, who have now left their parents’ home but are as yet too young to begin to show the “fruit” of their lives.

## ■ Possible Answers to Skills Practice

### Plot Chart: Past and Present (page 29)

**Past**

**Exposition:** The father plants a young tree and waters it by hand. The children are impatient.

**Conflict:** The girls want to eat the budding pear before it is ripe. Their father forbids it.

**Complications:** Despite their father’s warning, the girls touch the young pear.

**Climax:** The pear ripens and is eaten to the great enjoyment of all.

**Resolution:** They must wait patiently until the next fruit appears

**Present**

**Exposition:** The tree has been destroyed. The girls live in separate places and must send each other dried fruit, which they hide, much as the young tree hid its fruit. As the poem ends with this new beginning, the rest of the chart remains to be filled.

## COLLECTION 2

## My Delicate Heart Condition, page 32

## Page 34

**ANALYZE**

Students may say that the reference to “heart” will probably be figurative because titles often refer to aspects of the story in indirect ways. Students may predict that the reference will be both literal and figurative, as is also often the case with titles.

**IDENTIFY**

Words that sound like a young girl is talking: “hang out with me”; “went and told”; bloodthirsty vampires or ugly monsters”; “scare her to death.”

**CHARACTER**

The name “Harriet” is given in line 23, in dialogue between Harriet’s mother and Aunt Hazel.

**VOCABULARY**

The two words are “with” and “stand.”

## Page 35

**DRAW CONCLUSIONS**

They are a circus family with a high-wire trapeze act. They thrill the crowd with acrobatic feats.

**IDENTIFY**

Students should underline “dies and clutches at their hearts.” Students should circle “I sit there calmly.”

**INTERPRET**

Harriet is using “stomach . . . like steel” in a figurative sense. She is not literally making her stomach into steel, but rather trying to prevent herself from feeling any queasiness or sickness.

**CHARACTER**

Possible response: Harriet passes up all the delicious food because she wants to be prepared to be able to watch the Fly family’s performance without getting sick to her stomach. She wants to prove to others and to herself that she is tough—that she can withstand fear and anxiety.

## Page 36

**INFER**

To Harriet, to “lose the battle to the Fly family” means to vomit from nerves.

**INFER**

Possible response: She is trying to act grown-up and so pretends not to like the excitement.

**IDENTIFY**

Words whose spelling and capitalization help you “hear” the announcer: “Ladieeee”; “all”; “forrr”; “Main aTTRACtion”; “FLY FAMILIEEE.”

## Page 37

**INTERPRET**

Possible response: Harriet likes to watch the younger son because she thinks he acts as “cool” as she does—he acts as if he is unaffected by what is going on around him.

## Page 38

**INTERPRET**

She means she thought she might have to look away from the frightening performance.

**ANALYZE**

Verbs that the author uses in lines 131–145 include “swings”; “grabs”; “swoops”; “clutching”; “shaking”; “jammed”; “scoots.” Her choice of active, unusual verbs makes the scene strong and humorous.

## Page 39

### WORD STUDY

The phrase can't be read in a literal way because humans don't have wings. The phrase means "take special care of." Harriet means that she agrees to look out for Willie's well-being.

### CHARACTER

Students should underline the sentence "So I told Mary to move him out of George's tent and give him a nicer counselor who'd respect his romantic heart." The fact that Harriet looks out for those who need her protection shows that Harriet is actually kind-hearted and considerate.

## Page 40

### DRAW CONCLUSIONS

She is probably young. Perhaps ten years old.

### VOCABULARY

Students will circle "portion." Portion means "part."

### CHARACTER

Students should underline the sentence "So I had to beat up a few right then and there and finish off the rest later in the shower for being so stupid, laughing at a kid with a romantic heart." She is probably exaggerating; she has exaggerated before and likes to think of herself as better than the other kids.

## Page 41

### CONNECT

Possible response: I don't think the children in the story understand what George means by "underprivileged." If they did understand, they might be offended at being referred to in this way.

## Page 42

### CLARIFY

Harriet has overheard the counselors say that all the kids at the camp are "underprivileged." Harriet thinks being underprivileged has something to do with having bad hearts.

### IDENTIFY

Students should underline "I'll ask my teacher how to outgrow my underprivileged heart"; "I'll train myself, just like I did with the Fly family."

## Page 43

### INTERPRET

Possible responses: She has finally come upon something that she cannot train herself out of fearing. She is admitting that she has feelings and fears.

### DRAW CONCLUSIONS

Students' responses will vary. Most students will not agree that Harriet's heart is delicate or "underprivileged." Words to describe Harriet's heart: huge, tender, alive, wonderful.

## ■ Possible Answers to Skills Practice

### Character Profile (page 44)

#### My Conclusions:

- Box 1—Harriet has a wild imagination; she likes to scare kids with horror stories. Maybe she likes attention.
- Box 2—Harriet exaggerates; Harriet sounds like she is young. She takes note of the sweets for sale at the circus.
- Box 3—Harriet feels close ties with her family; Harriet must watch a lot of thrillers or police shows because her language sounds as if it comes from a TV show or movie.
- Box 4—Harriet is exaggerating again; she confuses the words *romantic* and *rheumatic* because she doesn't understand what the adults are saying.
- Box 5—Once again, Harriet misinterprets what adults are telling her. Harriet's imagination is running away with her.

## ■ Possible Answers to Skills Practice

### Vocabulary and Comprehension (page 45)

- A. 1. C  
2. B
- B. 1. proportions  
2. suspended  
3. withstand  
4. vacant
- C. 1. She tells spooky stories.  
2. Harriet's battle with the family Fly is a test of nerves and of will. She tries to train herself not to be frightened or worried by their dangerous acrobatic feats.  
3. Harriet has stopped telling scary stories and taking so many risks. Harriet has not really changed—only her behavior has changed. She is determined to return to her previous state.

## The One Who Watches, page 46

### Page 48

#### IDENTIFY

Words students should circle include "She's always telling me to look at something"; "I look, she does"; "I'm six months younger"; "follow the leader."

#### COMPARE & CONTRAST

Possible response: Yes, the friends are a case of opposites. Yolanda is daring to the point of recklessness; Doris is not. Yolanda is talkative and outgoing; Doris is quiet and withdrawn. Yolanda is aggressive; Doris is shy. Supporting details include Yolanda's trying on outfits without having money to buy them and yelling at the security guards who throw them out of

the stores; Doris's seeming not to say a word and not trying on anything herself.

## Page 49

### VOCABULARY

*Monstrous* is being used here to refer to something in bad taste. A synonym might be "ugly" or "hideous."

### CHARACTER

Possible response: Doris likes to be with Yolanda because Yolanda adds excitement to Doris's life. Yolanda needs Doris as an appreciative audience for the stunts she pulls.

### CONNECT

Some students may say that Yolanda has the right to be offended because she has been judged based on her accent and background. Others will say that she has no right to be offended because she lied her way into this situation.

## Page 51

### CHARACTER

Possible response: Yolanda behaves in a manner that makes her vulnerable to a snitch. A snitch could get Yolanda in trouble.

### CHARACTER

Possible response: Yolanda's look is mean and threatening. Doris's reaction to Yolanda's look tells you that Doris is intimidated by Yolanda.

### INFER

Possible response: The way the "bossy woman" handles Yolanda's things suggests that, in this environment, Yolanda is considered the wrong sort of girl. It is as if she has somehow contaminated the articles she wore.

## Page 52

### FLUENCY

Possible response: The laughter is not real laughter. It is meant to show the woman's sense of superiority—and how ridiculous Yolanda's idea of modeling at this department store is. The laughter would be faked to make a point.

### INTERPRET

Possible response: The narrator describes the type of watching that is surveillance. The watching in the story's title is personal and individual, whereas the watching in this passage is impersonal and institutional.

## Page 53

### CHARACTER

Possible response: Yolanda is "feeling good" because she has gotten away with her stunt. She has challenged authority and emerged without major conse-

quence. Her mood suggests that Yolanda is a risk-taker and feels alive when she is testing the limits of her powers.

## Page 54

### INFER

Students should underline "Mami sings along with the tapes" and "My father doesn't say much." The main sound in Doris's apartment is Mami singing. The music belies the real situation. Doris's life at home seems depressing.

## Page 55

### INFER

Possible response: Yolanda shoplifted the candy. Underlined clues: "She wouldn't tell me where she got it"; "I never saw her buy it, although I spent the whole day with her."

### INTERPRET

Words that identify how Doris is feeling: "I'm feeling invisible again." Doris is feeling depressed, alienated, lonely, and perhaps misunderstood.

### INFER

Possible response: You can infer that Doris has similar longings for love and warmth in her relationship with her mother and that she finds it too painful to be reminded that she has such longings.

## Page 56

### CHARACTER

Possible response: Doris wants the comforts of home and parents who can really see her, love her, and talk to her. Yolanda wants the world, especially its pricey goods, and if the world won't deliver these to her, she'll go and take them.

### WORD STUDY

As it is used in line 209, the word *sentimental* indicates foolishness.

## Page 57

### CHARACTER

Possible response: Doris realizes that she is sick of following Yolanda into trouble. She also realizes that Yolanda is a troubled person with problems that make her act out. These realizations may help Doris begin to value herself more and stop being so intimidated by Yolanda.

## Page 58

### EXTEND

Possible response: Doris has been waiting for her needs to be met; she has been waiting for someone to find her valuable and loveable. At the end of the story, she realizes that she has the power to go after what she needs.

## ■ Possible Answers to Skills Practice

### Character Traits Chart (page 60)

**Doris:** nervous, watchful, plain, timid, sensitive

**Story Details:** “I look, she does” (line 2); “I’m practically invisible” (line 62); “The lady didn’t even look at me, so I glued myself to the gray wall (line 85); “I start feeling a little sick to my stomach and almost tell her I’m going home to bed” (lines 198–199); “Her voice sounds sweet, like she is really into the song for once” (lines 206–207).

**Yolanda:** doer, loud, flashy, sarcastic, aggressive

**Story Details:** “I look, she does” (line 2); “See, I’m not flashy like Yolanda” (lines 61–62); “[Yolanda] still looked offended. And maybe like she wanted a fight” (lines 99–100); “Yolanda went all around the viewing deck like a child, yelling out, ‘Mira! Mira!’ from every corner” (lines 135–136); “Before she says something sarcastic, I run down the stairs” (lines 209–210).

## ■ Possible Answers to Skills Review

### Vocabulary and Comprehension (page 61)

- A.**
1. b
  2. d
  3. a
  4. c
- B.**
1. Doris and Yolanda enjoy going shopping together and having adventures in Manhattan.
  2. Yolanda stopped being friends with Connie because Connie told her mother that she’d been skipping school with Yolanda.
  3. Doris’s mother is a singer, and her father, a drummer, in a band. Her father sleeps a lot and is not very involved in his daughter’s life. Her mother is sad, depressed, and loving.
  4. They get evicted because Yolanda tries to pretend she is a clothing model and gets caught.
  5. Doris means that you can’t sit around waiting around for love, but have to believe in it and chase it.

## COLLECTION 3

### The Lesson, page 64

#### Page 66

##### VOICE

The tone is ironic, pairing the concept of audacity with wanting to go to a well-equipped school with smaller classes.

## COMPARE & CONTRAST

The words are “everything changed.” The reader can expect contrast to follow.

## IDENTIFY

Students should underline “smaller classes and newer equipment”; “predominantly white”; “in an all-white neighborhood, with all white teachers.”

#### Page 67

##### INFER

The word is *sneered*. Further details include “bright red F” and public belittlement. Mr. Perlman is portrayed as a cruel person.

#### Page 68

## COMPARE & CONTRAST

Dianne and Nat are two of the few African American students in this school and the only two African Americans in the gifted program. The other African American students hate them, and the white students pretend they don’t exist.

## INFER

Students should underline “Sunday night headaches and the nosebleeds that I so often got on Monday mornings.” Dianne and Nat have problems in the school other than those caused by Mr. Perlman. Neither would dream of leaving the other alone in the school’s hostile atmosphere, so they both have perfect attendance records. The author conveys indirectly through these descriptions that all is not well. It is clear that life at the new school is tough.

## VOCABULARY

The tone of the sentence would be weaker and more neutral.

#### Page 69

## COMPARE & CONTRAST

Mr. Perlman makes it clear that he does not expect either of them ever to read a paper aloud. This stands in direct contrast to the clear expectation of success the teachers at their old school had of them.

## CHARACTER

Mr. Perlman’s motivation for telling people that Dianne and Nat don’t belong in the gifted program is his racism.

#### Page 70

## CHARACTER

Dianne smiles because she will not allow Mr. Perlman the satisfaction of seeing her embarrassed. This shows that she is proud and strong.

## CONNECT

Students should underline “Here was my chance, and Nat’s too, to prove to Mr. Perlman and the class

that we belonged here.” Dianne is assuming that, if she shows herself worthy, she will be accepted by her new teacher. Students may predict that Dianne will learn that she isn’t playing on an even field—because of his racism, Mr. Perlman will never treat her like he treats the other students.

#### **INFER**

Nat knows better than Dianne does what racism will cause Mr. Perlman to do. He doesn’t openly contradict her, but he shows her that he doesn’t agree with her.

#### **Page 71**

#### **NARRATOR**

Possible response: Dianne’s father notices Dianne’s tension and understands that attending the new school is hard on her. He wants to make sure she eats a good meal so that she can stay healthy and do good work in school. He relates the story about George Washington Carver to remind Dianne that other African Americans have succeeded despite the prejudice they faced.

#### **Page 72**

#### **VOICE**

*Collected* is a weaker word and would not portray Mr. Perlman’s character as strongly.

#### **VOICE**

The connotation is negative. Dianne is making a sarcastic comment involving her stereotype of his white facial features.

#### **Page 74**

#### **INFER**

Students should underline “there was no grade on it.” Students may predict that Mr. Perlman did not like the paper or is preparing to humiliate Dianne in front of the class again.

#### **Page 75**

#### **IDENTIFY**

The other students respond positively to the story and clap, showing that Dianne’s story is well written and entertaining. The students’ generally positive reaction shows that Dianne and Nat might find acceptance in their new school once they prove themselves to the other students.

#### **Page 76**

#### **COMPARE & CONTRAST**

Mr. Perlman accuses Dianne of plagiarism in front of the entire class. This is in contrast to the reaction of the students, who applauded Dianne’s work. The students, who initially like the story, come to believe Mr. Perlman, because sixth-grade students tend to believe their teachers. Some of the students, such as

Nancy Cicero, might also believe that Dianne could not have written the story and so be more apt to believe their teacher’s accusations.

#### **INTERPRET**

Dianne finally understands that there is nothing she can do to convince Mr. Perlman that she wrote the story and is deserving of her place in the gifted program, because of his racism. Once she identifies his racism, she knows that she must call him on it and challenge it legally, with the backing of her parents. She threatens to bring up the issue with the principal of the school, who is his boss.

#### **EXPAND**

A response like Dianne’s was probably not common in the 1950s. It took courage and poise for her to articulate what she did.

#### **Page 77**

#### **ANALYZE**

Most students will say that they were surprised to see Mr. Perlman look nervous, because he is a bully. Mr. Perlman is likely surprised as well as frightened by Dianne’s threat to tell his boss and possibly seek remedy through the judicial system.

#### **Page 78**

#### **EXPAND**

Dianne learns from Mr. Perlman that you cannot tell from a person’s appearance whether he or she is a racist. She learns to distrust all white people until they prove themselves not to be racists. In her position as executive director of the Access to Justice Center, she is committed to helping people demand their civil rights, no matter their ability to pay for legal aid.

### **■ Possible Answers to Skills Practice**

#### **Narrator Questionnaire (page 79)**

1. Diane includes information about Nat’s reactions, Mr. Perlman’s reactions, Nancy Cicero’s reactions, and the rest of the class’s reactions to lend credibility to her story. Describing their reactions helps convey the emotions involved in the situation.
2. There would be less immediacy and power if the essay were told from the point of view of an omniscient narrator. We might learn more about Mr. Perlman’s motivation for being cruel or the feelings toward Dianne of the other students in the class, but that information would come at the expense of learning’s Dianne’s emotional responses immediately and powerfully.
3. Telling the essay from Nat’s point of view would weaken its impact considerably, because we wouldn’t know anything about Dianne’s feelings unless she expressed them verbally to Nat.

## ■ Possible Answers to Skills Review

### Vocabulary and Comprehension (page 80)

- A.**
1. audacity; negative
  2. atrocious; negative
  3. transported; neutral
  4. pathetic; negative
  5. agitated; negative
  6. predominantly; neutral
- B.**
1. She is describing a negative lesson; she learns what racism can do firsthand and so comes to distrust people.
  2. Dianne becomes ill at the thought of going to school. She also learns to distrust a whole segment of society, which likely affects her relationships with other people.
  3. Dianne Dixon works to protect others from the Mr. Perlman's of the world by offering legal aid to those who can't afford it and by conducting civil rights litigation.

### Mr. Shaabi, page 81

#### Page 83

##### IDENTIFY

Students should circle "Mr. Shaabi."

##### IDENTIFY

Students should circle "Mahdi."

##### INFER

Both the play and the story take place during a time of war.

#### Page 84

##### CHARACTER

Students should underline "In all those years he never failed to appear, at eight o'clock in the morning, in his jacket and tie"; "Proper dress shows respect."

##### CLARIFY

Students should underline "My family and ancestors have lived near the Euphrates for centuries, as far back as 597 B.C. I will not dishonor my history by leaving this city or abandoning my students."

#### Page 85

##### ANALYZE

Mr. Shaabi's lesson choice suggests that he is well aware of the war. His refusal to leave his country even though his family has fled, and he is now living alone, also demonstrates his awareness of the war.

#### Page 86

##### INFER

Mahdi fears that he and his classmates will be killed.

##### ANALYZE

Mr. Shaabi takes them to a synagogue. It is a fitting place to shelter the students, because a place of worship offers sanctuary. Also, despite the fact that there is tension between Jews and Muslims in some parts of the Middle East, these students and this teacher are not allowing themselves to be affected by it. Mr. Shaabi recognizes that both religious groups worship the same god and have lived in the region for centuries.

#### Page 87

##### INTERPRET

Possible responses: Mahdi seems like a credible narrator because he makes the story seem as if it actually happened.

## ■ Possible Answers to Skills Practice

### Narrator: Point of View Chart (page 88)

1. The tone is one of fear and impatience with being asked to concentrate on Shakespeare while his world is collapsing. His predictions about what will happen are likely to be accurate.
2. Mahdi is not interested in the lesson and is amazed that Mr. Shaabi continues teaching, as if there were something to be gained by it. His judgment about the utility of the lesson is probably typical of a student in facing these circumstances. Mahdi does not grasp Mr. Shaabi's acute awareness of the situation.
3. Mahdi wonders whether Mr. Shaabi even understands what is happening. He views Mr. Shaabi's actions with disbelief.
4. Mahdi becomes aware that Mr. Shaabi is, in fact, frightened.
5. Mahdi is terrified and is running for his life. His reaction to the danger seems honest and not exaggerated.
6. Mahdi feels impatient exasperation at the idea that Mr. Shaabi would continue to recite Shakespeare. This reaction seems honest.
7. Mahdi has come to understand even more clearly that Mr. Shaabi has sacrificed his family life and endangered his own life to protect his students, whom he respects greatly. Mahdi's description of the scene seems true to life, because he has trouble delivering the emotional message he wants to express.

## ■ Possible Answers to Skills Review

### Vocabulary and Comprehension (page 89)

- A.**
1. C
  2. B
  3. D

- B. 1. He is a man of honor. He will not abandon his students or the land in which his ancestors have lived for centuries.
2. Mahdi has neither understood nor respected the depth of Mr. Shaabi's sense of honor and commitment to the students until this moment. He is trying to express his thanks and respect.
3. From Mr. Shaabi, students learn a lesson of love and acceptance and self-sacrifice. Mr. Perlman's racism teaches students about hate and intolerance.

#### COLLECTION 4

### from *Hunger for Memory*, page 92

#### Page 94

##### FIND THEME

Possible responses: It might mean that memories call to us in the way that food does. It might mean that memory fills us with desire and gives us an appetite for our lives.

##### IDENTIFY

Circled words and phrases include "In the early years of my boyhood"; "many blocks from the Mexican side of town"; "Sacramento of the fifties."

#### Page 95

##### IDENTIFY

Possible response: Their house was yellow, whereas the other houses on the block were white. They raised pigeons and chickens and had a noisy dog. They were perceived as "foreigners" by their white American neighbors.

#### Page 96

##### COMPARE & CONTRAST

Possible response: English sounds alien and strange, whereas Spanish sounds pleasant and soothing. The narrator associates English with strangers and "*gringos*." He associates Spanish with his family and the comforts of home.

##### INFER

Underlined words and phrases may include "exotic polysyllabic sounds would bloom"; "loud, booming with confidence"; "so firm and so clear." Based on these phrases, we can infer that the author admires English but is intimidated by it.

#### Page 97

##### FIND THEME

Students should circle "even now, when I have been traveling abroad for several weeks, I will hear what I

heard as a boy." The author now feels comfortable with English and proud of his ability to speak it.

##### FIND THEME

Possible response: This phrase means that his parents' struggle with English makes the author lose trust in their authority. The author might be conveying that language can grant power to a group or an individual.

#### Page 98

##### INFER

Possible response: The author's conflict is mainly internal. He wants to see his father as a powerful protector, but his father's poor English makes the author feel embarrassed and resentful.

##### THEME

Possible response: These lines leave me with a positive picture of the author's relationship to Spanish. These lines suggest that language creates strong and powerful bonds. They suggest that language is a powerful tool.

### ■ Possible Answers to Skills Practice

#### Theme Chart (page 100)

**Narrator's thoughts/actions:** English speakers seem to the young Rodriguez loud and confident; he does not like to hear his parents struggle with English—he feels that it weakens their power to protect him; he is embarrassed by his father's poor English at the gas station and runs away when his father touches him on the shoulder.

**Key passages:** "The language of their Mexican past sounded in counterpoint to the English of public society. . . . Conveyed through those sounds was the pleasing, soothing, consoling reminder of being at home;" "I was reminded by Spanish of my separateness from *los otros*, *los gringos* in power"; "Spanish speakers . . . seemed related to me, for I sensed that we shared—through our language—the experience of feeling apart from *los gringos*."

**Resolution:** "For a few seconds I will hear [English] with pleasure, for it is now the sound of my society. . . ."; "In adulthood I am embarrassed by childhood fears"; "Spanish seemed to me the language of home."

**Theme:** Language can create belonging and community or division and alienation.

### ■ Possible Answers to Skills Review

#### Vocabulary and Comprehension (page 101)

- A. 1. conveyed  
2. feigned

3. inevitably
4. exuberance
5. repetition
6. intimidated

- B.**
1. The sounds of the Spanish and English languages, especially his parents speaking those languages.
  2. English was the language of power. It was spoken in public places and therefore seemed more important than did Spanish, which was spoken only at home.
  3. Spanish creates a sense of belonging, of being welcomed, and of coming home.

## All-American Girl, page 102

### Page 103

#### IDENTIFY

Students should underline the words “stockings, makeup, store-bought clothes”; “to look like an American girl”; and “to speak my English so you couldn’t tell / I’d come from somewhere else.”

#### INFER

Possible response: The narrator’s main conflict is internal. She is self-conscious about her appearance and her native language of Spanish. She is struggling to accept herself.

#### INTERPRET

The “it” refers to her face, which, like an ocean tide, gets pulled back, showing everything she feels.

### Page 104

#### VISUALIZE

Possible responses: No, because the girl in the picture looks content with herself. Yes, because the girl in the picture is focused on her appearance.

#### INTERPRET

Possible response: She means that she can’t prevent her natural, instinctual ways of expressing herself (“the southern continent”) from showing themselves in this new, northern environment (“the northern vista”).

#### ANALYZE

“All-American” refers to both North America and South America. The narrator cannot be other than a combination of influences—from both where she is from and where she lives now.

## ■ Possible answers to Skills Practice

### Genre Chart (page 105)

**Hunger of Memory:**

**Genre:** autobiographical, memoir

**Main character:** male narrator; child and adult perspectives

**Setting:** United States; a middle-class neighborhood with few or no other Latino children or families is contrasted with the noise and chaos of animals and visiting family members at the author’s home.

**Plot:** The author has trouble finding a balance between *them* and *us*, *out there* and *home*. This is symbolized by his parents’ language difficulties, which cause him to feel less secure.

**Conflict:** his need to reconcile the freedom, confidence, and authority he sees in his parents at home with the hesitancy he sees in them outside—and what that hesitancy means and causes him to feel.

**How is the conflict resolved?:** He comes to embrace Spanish as his private oasis, something that makes him special and unique. Thus, his language and culture become precious to him.

### All-American Girl:

**Genre:** poem

**Speaker:** female narrator; teenager

**Setting:** United States; less a sense of place than a sense of how one looks—clothing, makeup, and, most important, facial expression.

**Repeated images/key ideas:** The narrator repeats her efforts to rule her face through the language she is speaking.

**Conflict:** her desire to fit in, to look like a “cool” and ironic American versus her heart’s need to show how she feels

**How is the conflict resolved?:** She comes to understand that she cannot become what she is not, and that that’s okay. She’s “all-American” in the sense that she belongs to both North America and South America.

**Universal theme:** It is a challenge to figure out how to belong without betraying your roots.

## Kipling and I, page 106

### Page 108

#### IDENTIFY

Students should underline “I used to live some forty years ago.”

#### INFER

Possible responses: He is impoverished; he likes to read.

#### INFER

The narrator’s outlook is optimistic. Despite his poverty, the narrator feels hope and a passion for living.

## Page 109

### IDENTIFY

Students should underline “the useful, the good, the true human being.” Students should underline “happy.”

### INFER

The poem’s effect on the narrator is to give him hope, energy, and courage.

### VISUALIZE

Students’ responses will vary.

## Page 110

### INFER

Possible response: The poem gives the narrator advice for maintaining dignity in a difficult, hostile world.

### IDENTIFY

Students will underline “to live up to the very last line of that poem.”

### INFER

The external conflict is difficulty finding steady work.

## Page 111

### WORD STUDY

Encouragement and illusion age being taken from the narrator—in other words, hope and belief in the future.

### PREDICT

Answers will vary. Students will probably predict that he will not maintain his resolution for long.

### INTERPRET

They have grown worse.

## Page 112

### THEME

Students should underline “I tore the gold paper on which the poem was printed, threw its pieces inside the stove” and “I lit it.” His actions suggest that disillusionment has overwhelmed him. The theme suggested is that basic human needs can overwhelm hope and optimism.

## ■ Possible Answers to Skills Practice

### Universal Themes Chart (page 114)

Kipling and I:

**Main character/narrator:** male, seventeen years old, impoverished but hopeful

**Conflict:** earning a living without submitting to inhuman working conditions

**Character’s/narrator’s motivation:** He wants to live up to the ideals expressed in Kipling’s poem.

**What the character/narrator discovers:** He and Kipling live in two very different worlds. Basic needs come before idealism.

**Your Selection’s Title:** Students’ answers will vary for this portion of the chart.

**Common themes:** Student’s answers will vary.

## ■ Possible Answers to Skills Review

### Vocabulary and Comprehension (page 115)

- A.**
1. paltry
  2. intimate
  3. relished
  4. sonorous
  5. profound
- B.**
1. He is seventeen. He feels lucky and inspired to have found such wise words to live by.
  2. The narrator’s job search is frustrating. He can find little regular work. He is met with racism and unfair tactics by those who do employ him.
  3. He uses it for fuel for his stove.

## COLLECTION 5

## The New Girl, page 118

## Page 120

### IDENTIFY

The author is the only African American.

### IDENTIFY

Students should circle the entire second paragraph. Students should underline the entire third paragraph.

## Page 121

### VISUALIZE

Students’ answers will vary.

### INFER

Possible response: The author means that her classmates will see beyond the color of her skin or will be more likely to accept her because of her “special” status.

## Page 122

### CONFLICT

When Chris gets hurt, Brandon shows concern and affection for her. Later, however, she overhears the boys speaking about her in a negative way and using racial slurs.

### WORD STUDY

Possible responses: *liberty*; *liberate*; *deliverance*

## INTERPRET

Possible responses: The author becomes angry because Chris allows herself to be ridiculed and rejected. This makes the situation more difficult for the author, who now knows that when pushed, the students will not accept her. The author can no longer hold out hope of being accepted.

## Page 123

### INFER

Possible response: The author wants to make amends with Chris.

## ■ Possible Answers to Skills Practice

### Ambiguity Chart (page 124)

1. She accepts their definition of her “proper place.”
2. Race doesn’t matter to him when someone is hurt.
3. There are people who know that a physical injury hurts, but they don’t know that being called a racist term hurts.
4. She comes to understand the irony of her and Chris’s situation—that she should find comfort in Chris’s presence, but instead finds disillusionment: Chris’s presence forces her to realize that she will never completely be accepted.

## ■ Possible Answers to Skills Review

### Vocabulary and Comprehension (page 125)

- A.**
1. interactive
  2. acutely
  3. appraising
  4. vague
- B.**
1. The author does not speak to Chris because, like the author, Chris is African American and therefore makes the author less special.
  2. No, the author will never be able to feel special again, because her hope of being accepted by her classmates has been squelched. She now knows that when pushed, her classmates will show their prejudice.
  3. The author might have apologized to Chris for getting angry when Chris was crying in the bathroom.

## Three Wise Guys, p. 126

## Page 128

### INFER

The story takes place in Texas. Students should underline “they were living on the Texas side of the river.” The suspenseful situation involves a mysterious present that cannot be opened until January 6.

## Page 129

### INTERPRET

The family is poor, and both parents perform demanding physical labor. Their lives also follow a routine.

## Page 130

### IDENTIFY

The box is from Frank, Earl, and Dwight Travis.

### INTERPRET

Students should underline “boxes of clothes, or the turkey each November, or the canned ham on Easter.” The Travis brothers seem to understand the immediate needs of the family and therefore give them gifts of basic supplies: clothing and food. The Travis brothers are generous.

## Page 131

### INTERPRET

The mother hopes that the box contains a portable washing machine. She is hoping for a tool to make one of her chores easier.

### PREDICT

The comadre thinks the box contains a portable washing machine. The neighbor thinks the box holds a color television. The father thinks the box might hold a record player, a chest of beer, or an air conditioner. Ruben and Rosalinda think the box is filled with toys. Students may predict that none of these guesses is correct, because Cisneros is building suspense. Also, the Travis brothers typically give the Gonzalez family items that satisfy basic needs, such as food and clothing.

## Page 132

### VISUALIZE

Students should underline “house that smelled of tamales and atole”; “the little house was filled with people”; “the living room was crowded with big-fanned ladies and fat-stomached men sashaying to the accordion music.” The setting and atmosphere are festive and happy. Family and friends are celebrating the holidays together.

### PREDICT

Students’ predictions will vary.

## Page 133

### IRONY

Each family member was hoping the box contained an item that would make him or her happy. They were all hoping for luxuries. It is ironic that what the box contained was a luxury of great value, both literally and figuratively. The encyclopedia is an educational tool that could eventually help them get higher-paying jobs; then, they could buy all the luxuries they wanted. It is ironic that the family mem-

bers view this precious gift with scorn, not seeing its usefulness.

## Page 134

### IRONY

The mother is using the books to prop up a crooked table, to create a booster seat for Rosalinda, and to form the base of a table. It is ironic that she is using the books in ways that will keep them from being opened and read.

### INFER

Possible response: Ruben won't touch the books because he is disgusted by them. He was so let down by the content of the box that he wants to forget the present altogether. This suggests that Ruben is discouraged when faced with disappointment.

## Page 135

### INTERPRET

At the end of the story, Ruben is being captivated by the contents of the encyclopedia. Cisneros's short sentences show that he is reading the books quickly. He reads all day and all through the night.

## ■ Possible Answers to Skills Practice

### Irony Chart (page 136)

**Expectation—What the Gonzalez family hopes is in the box:** washing machine, record player, chest of beer, air conditioner, toys, bicycle

**Reality—What is really in the box:** an encyclopedia

**Situational Irony—Difference between expectations and reality:** The family hoped for luxury items but received something much more valuable; however, they don't see the gift as valuable.

**Expectation—How the present was intended to be used:** It was intended to be read to broaden the knowledge of the family members.

**Reality—How it is actually used:** as a table base, a booster seat, a shim to support a crooked table, an umbrella, a teething aid, and a coloring book

**Situational Irony—Difference between expectations and reality:** The volumes are used to make life easier in a superficial way but were meant to make life easier by educating the family members.

## ■ Possible Answers to Skills Review

### Vocabulary and Comprehension (page 137)

- A. 1. portable; formal
2. improvised; plain
3. embossed; plain
4. obstructed; plain
5. prophecy; poetic

- B. 1. The mother hopes the box contains a portable washing machine. The father thinks it contains a record player, an ice chest filled with beer, or an air conditioner. Ruben and Rosalinda think it contains toys.
2. The mother uses the books to create a booster seat for Rosalinda, to keep a plant stand from wobbling, and to create a makeshift table. Gilberto uses them as a teething device. Rosalinda uses them as coloring books, as a source for pictures to cut out, and as a staircase for her dolls to walk on. The father uses them as an improvised hat. Ruben uses them for their intended purpose.
3. By the end of the story, Ruben has discovered the contents of the books and is engrossed in them. He is the only family member to use the books for their intended purpose.

## Hurdles, page 138

### Page 139

#### CLARIFY

The narrator prefers jumping over the hurdles to kicking them down.

#### INFER

He's too polite to kick them over, even if he occasionally might want to.

#### AMBIGUITY

This could be meant figuratively or ambiguously or both.

### Page 140

#### PREDICT

Students' answers will vary.

#### IRONY

It contains verbal irony.

#### CONNECT

Students' answers will vary.

## ■ Possible Answers to Skills Practice

### Cause-and-Effect Chart (page 142)

**Cause** Because he says he's too polite to do so,  
**Effect** The narrator doesn't kick the hurdles down.

**Cause** Because he has never seen the coach's hands,  
**Effect** The narrator doesn't know if the coach has any.

**Cause** Because they have a big meet coming up,  
**Effect** the coach is running the team mercilessly.

- Cause** Because the coach delivered a racial slur,  
**Effect** The narrator runs through the grass, past the baseball field, out the main gate, and home.

## ■ Possible Answers to Skills Review

### Reading Comprehension (page 143)

1. He argues that crossing the finish line is all that matters; he is backed on this by the coach.
2. The coach is notable for keeping his hands behind his back.
3. The coach tells the narrator that he is stupid.
4. Racial bias and prejudice are issues he overcomes every day.

## COLLECTION 6

### *Prologue from Walking with the Wind,* page 146

#### Page 148

##### IDENTIFY

Students should underline “a group of young children, a wood-frame house and a wind-storm.”

#### Page 149

##### CAUSE & EFFECT

The narrator is proud of the woods around the house because they are part of the first land any member of his family had ever owned.

##### INFER

The narrator mentions that the land had been cultivated for hundreds of years to show that in the past the social conditions that forced most African Americans in that region to live in poverty did not exist; people peaceably tilled that soil before it was “settled” by white farmers.

##### VISUALIZE

Possible response: Yes, these powerful images help me understand why the narrator was so frightened.

#### Page 150

##### SYMBOLISM

Possible response: The mother wants to keep the children calm during the storm by telling them that God is powerful and in control of nature.

##### CAUSE & EFFECT

The house begins to sway, the flooring begins to bend, and a corner of the room starts to lift up.

## INTERPRET

The title is a reference to the way the children use their weight to hold down whichever corner of the house the wind is lifting; therefore, they were “walking with the wind.”

#### Page 151

##### CLARIFY

Possible response: people who were aware of the injustice faced by minorities in our society and who were moved to do something to fight it.

##### SYMBOLISM

The people of conscience fought the most pressing battles for civil rights first; the weakest corner of the house is symbolic of the greatest social problem.

##### SYMBOLISM

The storm is symbolic of the problems faced by American society, such as racism and injustice.

#### Page 152

##### SYMBOLISM

Possible response: The title of the story refers symbolically to the movement for civil rights and the struggle to face all of our nation’s challenges.

## ■ Possible Answers to Skills Practice

### Allegory Chart (page 154)

#### Allegorical Meaning:

It’s a small world.

The narrator is frightened of the strife in American society and the problems faced by African Americans.

The racism that plagued the nation was tearing American society apart.

People banded together to work for change, first addressing the most pressing problems.

The people fighting for social reform fought the most pressing battles as they arose.

## ■ Possible Answers to Skills Review

### Vocabulary and Comprehension (page 155)

#### A. 1. C

2. G

3. A

4. F

B. 1. John Lewis was four years old when the story he relates took place.

2. He took pride in his home and the surrounding land because it was the first property anyone in his family had ever owned.

3. The story is symbolic of people banding together to struggle to respond to our nation’s challenges.

## March, page 156

### Page 158

#### IDENTIFY

Students should underline "the abrupt change of seasons."

#### IDENTIFY

Students should underline "It's as if I'm a leaf left over from the fall." This is a simile.

#### FIGURATIVE LANGUAGE

Students should underline "as a tether to the cosmos." This is a simile.

### Page 159

#### INFER

Jamaal thinks his father's kite-flying abilities are poor, but he is content to watch his father fail.

### Page 160

#### FIGURES OF SPEECH

Student should circle "like a bird. Then a sea gull. A hawk. An eagle. A Phantom jet fighter. A messenger from God." These are all similes because of the word *like* in the first part of the comparison.

#### INFER

Possible response: Jamaal is very emotional and is happy that the kite is flying. He is feeling the connection to the cosmos his father feels when flying a kite. Perhaps Jamaal yells for the dog because he feels a sense of spirituality while flying the kite.

#### SYMBOLISM

Possible response: The kite string represents a connection between everyday life and spirituality.

### Page 161

#### ALLEGORY

Possible response: Kite-flying is a way for the narrator to get in touch with his spirituality. He will probably continue to fly the kite with Jamaal every year.

## ■ Possible Responses to Skills Practice

### Allegory Chart (page 162)

#### Allegorical Meaning:

The narrator is free to connect with his spirituality. The narrator reconnects with his boyhood dream; flying the kite represents freedom.

Where there's life, there's hope. The narrator does not mind failing. The act of trying is what helps ground him.

Jamaal is truly free because he does not carry the burdens of an adult. He is able to fulfill his father's dreams.

The narrator finds his connection to spirituality through his son.

## ■ Possible Answers to Skills Review

### Vocabulary and Comprehension (page 163)

- A.**
1. tether; "was a slippery fish"
  2. abrupt; "was a missile"
  3. incantation; "like a magical incantation"
  4. deconstructing; "as if he were defusing a bomb"
- B.**
1. The narrator loses his memory.
  2. The narrator enjoys flying a kite.
  3. Flying the kite allows Jamaal to feel closer to his spirituality. He grows very emotional.
  4. Flying the kite allows the narrator to feel his connection to the cosmos and to his son.

## COLLECTION 7

## Slam, Dunk, & Hook, page 166

### Page 167

#### IMAGERY

Touch and hearing.

#### READING A POEM

Students should circle "we," "could," and "last."

### Page 168

#### INFER

Possible response: He had a lot of pent up emotion that he released through physical activity.

### Page 169

#### INTERPRET

Possible response: Playing basketball gives the narrator and his friends insight into their own power and potential.

## ■ Possible Answers to Skills Practice

### Imagery Chart (page 170)

#### Image:

"hot / Swish of strings like silk"

"poised in midair / Like storybook sea monsters"

"girls / Cheered on the sidelines"

"there slapping a blackjack / Against an open palm"

#### Sense or senses it appeals to:

Hearing and touch

Sight

Hearing and sight

Touch, hearing, and sight.

**Most Effective Image:** Answers will vary.

## Dream Deferred, page 171

### Page 172

#### IDENTIFY

Students should underline the following similes and number them from 1–4: “dry up / like a raisin in the sun”; “fester like a sore”; “stink like rotten meat”; and “crust and sugar over / like a syrupy sweet.”

#### ANALYZE

Possible response: The effect of the poet’s beginning with a rhetorical question is to signal the reader that the issue is one he is wondering about rather than one he has an answer for.

#### INTERPRET

Possible response: The final metaphor suggests that a deferred dream can ignite or erupt into violence. The poet may have ended with this question as a warning to an ignorant or complacent society that does not see or acknowledge the value of granting the possibility of realized dreams to all its citizens.

### ■ Possible Answers to Skills Practice

#### Figure of Speech Chart (page 174)

##### Things Being Compared/What Comparison

**Suggests:** [first row completed]; Second row: A dream deferred is compared to a infected wound, or sore. Suggests a dream deferred turns into something harmful and causes pain; Third row: A dream deferred is compared to spoiled meat. Suggests a dream deferred is unhealthful and can cause sickness; Fourth row: A dream deferred is compared to an overly sweet dessert. Suggests that a dream deferred can be covered over with too much kindness and pleasantness; Fifth row: A dream deferred is compared to a heavy burden. Suggests a dream deferred can weigh one down; Sixth row: A dream deferred is compared to some kind of explosive. Suggests a dream deferred can explode into violence.

## “jump mama,” page 175

### Page 176

#### IDENTIFY

The three rhythmic units are lines 1–4, lines 5–6, and lines 7–8.

#### IDENTIFY

The setting is a nice summer day on a street where people are enjoying being outside. Students may underline “pretty summer day”; “grammama sittin on her porch”; “ol men sittin in their Lincoln / tastin and talkin”; “young boys on the corner / milkin a yak yak”; “young girls . . . / jumpin that double dutch.”

#### INTERPRET

Students should circle the initial and final *s*’s and the initial *sh*’s in line 22. The *s* and *sh* sounds are repeated. The alliteration creates a gentle, whispery effect.

### Page 177

#### INFER

She is both asking a question and accepting a challenge. Because the girls suggest that she is too old to jump, she will have to prove them wrong.

#### CLARIFY

She has decided to jump rope with the younger girls.

### Page 178

#### INTERPRET

Students should underline “jump for the” and “jump mama.” The effect of this repetition is to create a strong rhythm.

### ■ Possible Answers to Skills Practice

#### Sounds of Poetry Diagram (page 179)

“Kenny kana paula / be on time / cause school begins / at a quarter to nine”: Students should check “Rhythm” and “Rhyme.”

“draggin herself heavy home from work”: Students should check “Rhythm” and “Alliteration.”

“jump for the girls mama / jump for the stars mama / jump for the young boys sayin / jump mama! jump mama!”: Students should check “Repetition,” “Rhythm,” and “Rhyme.”

### COLLECTION 8

## The Pocketbook Game, page 182

### Page 184

#### STYLE

Students may underline “workin,” “if you was steady in one place,” “it really keeps your mind sharp,” “what folks will put over on you,” “What? . . . No, Marge, I do not want to help shell no beans.”

#### MONITOR YOUR COMPREHENSION

The narrator is speaking to her friend Marge. The women seem to be close friends.

#### INFER

Possible response: Mildred is lively, observant, proud, and self-confident. Mrs. E is timid, distrustful, and possibly racist.

**VISUALIZE**

Possible response: She appears to have directness, self-possession, and a proud demeanor.

**STYLE**

Students should circle “rushed”; “knocked”; “flung”; and “gaspin.” The effect is to create a vivid, direct, energetic style.

**MONITOR YOUR COMPREHENSION**

Possible response: She has made the point that Mrs. E’s holding onto her pocketbook is ridiculous and insulting. She has also made the point that she believes she is underpaid.

## ■ Possible Answers to Skills Practice

### Style Chart (page 187)

**Passage:** Students should circle the verbs “propped up”; “double wrapped”; “roam”; “hugged.” Students should underline “she’s got”; “Yes, girl!”; “I couldn’t say nothin’ to her!”; “ain’t it?” Students should draw boxes around the ellipses and the exclamation points.

**Monologue’s Tone:** Conversational, intimate, ironic, amused, and resentful.

**Childress’s Style:** Clever, energetic, vivid, lively, and humorous.

## ■ Possible Answers to Skills Review

### Vocabulary and Comprehension (page 188)

- A. 1. distrust  
2. dashed  
3. peculiar  
4. roam
- B. Students should underline “I tell you”; “keeps your mind sharp”; “tryin’”; “folks”; “put over on you.” Possible sentence rewrite: It is hard to be always watching for how people will try to take advantage of you.
- C. 1. The speech is by Mildred. It is addressed to her friend Marge.  
2. The main conflict is the lack of trust between Mildred and her employer, Mrs. E. This conflict is resolved when Mildred turns the tables on Mrs. E and Mrs. E is forced to recognize the absurdity of her behavior.  
3. The “pocketbook game” refers to Mrs. E’s clutching of her pocketbook and Mildred’s playful response. Mildred “wins” the game when she turns the tables on Mrs. E and teaches Mrs. E a lesson.

## Codes of Conduct, page 189

**STYLE**

Students should underline “you could walk into church with a horse instead of your husband, and everyone would not only fail to notice anything wrong but also exclaim . . . ‘Harry is looking so well!’” (lines 5–8). Students should circle “Reality is what everyone says it is” (line 2).

**ANALYZE**

Possible response: She hints at her heritage perhaps because she is making a point about one of the tenets of her upbringing: Reality is something that must be guessed at, rather than directly stated.

**STYLE**

She is making the point that she had difficulty adjusting to the northern culture of acknowledging and celebrating ethnic diversity.

**IDENTIFY**

Students will circle images including “a cat racing up a tree”; “a plaintive meow from outside”; “a beef bone in the backyard”; “holding fish dinners and mouse-catching lectures.”

**STYLE**

Possible response: The image of a Chinese American girl waiting “to be discovered and thrown out” of a gathering of other Chinese students is funny.

**INTERPRET**

The author has brought home new knowledge about and interest in her culture. Her family reacts with indifference.

**INTERPRET**

Possible response: Su has broken a “code of conduct” by calling attention to a difference between herself and others. No one seems to know how to react.

**VOCABULARY**

Connotations for the word *ravenous* include “greedy” and “starved.” Su may use *ravenous* instead of *hungry* to emphasize how she is starved for information that really satisfies her desire to know who she is.

**ANALYZE**

Possible response: Su feels confused, amused, and perhaps a little resentful about the “codes of conduct” that influenced her life. Her imagery and anecdotes show that she finds the difference between the

codes of conduct in the North and the South baffling and humorous and painful all at the same time.

## ■ Possible Answers to Skills Practice

### Style Analysis Chart (page 195)

#### Elements of Style:

1. “Just a form of Southern gentility” and “a teacher might discreetly ask me.” Su’s careful, sophisticated diction has the effect of making us pay careful attention to her points and linger over the intent of her chosen words.
2. “You could hear a crumb of cornbread drop” and “my friend and I were eight years old again and digging into our plates.” The effect of Su’s imagery is to help us experience the true discomfort that comes with breaking the “codes of conduct” she writes about.
3. Su compares Asian Americans to cats in a world of dogs.
4. The essay’s style is humorous, clever, subtle, and satirical. Her humorous style is effective because it communicates the absurdity and confusion caused by the shifting codes of conduct in her life.

## ■ Possible Answers to Skills Review

### Vocabulary and Comprehension (page 196)

- A.**
1. visceral
  2. mundane
  3. innocuous
  4. ravenous
- B.**
1. True
  2. True
- C.**
1. She compares Asian Americans to cats who are taught to see themselves as dogs.
  2. She becomes interested in the various aspects of Asian American culture.
  3. She is met with indifference, surprise, and even hostility.

### Transformation, page 197

#### Page 199

##### IDENTIFY

The writer’s parents want her to have a conventional name. They fear that an unusual name will make her a target for ridicule.

##### WORD STUDY

Students should circle the *a*’s in *Misa* and in *Minatoya*. *Misa Minatoya* is assonantal in that the *ah* sound (of the *a*) is repeated three times.

#### Page 200

##### PARAPHRASE

According to the narrator’s father, a name should be alliterative or assonantal as well as conventional.

##### INFER

The father’s reply suggests that he values literature and the natural world.

##### INTERPRET

A common name is one that occurs very frequently, whereas a conventional name is one that doesn’t draw attention to itself.

#### Page 201

##### STYLE

Possible response: The phrase “sweet and bitter lunacy” conveys a complex tone—one of appreciation and admiration, and disapproval and lack of regard.

##### INTERPRET

“Pass” in this context means to be “given a pass,” as in “to be allowed into.” Lydia’s parents are hoping she will be allowed into mainstream society.

#### Page 202

##### STYLE

Students should underline “I can grow up to be anything that I want.” The ironic tone of lines 96–97 suggests that she finds her childhood beliefs simplistic and naive.

#### Page 203

##### STYLE

Possible response: Students may underline the repeated use of “I would,” the adjectives “swinging” and “snowy,” and the adverbs “carefully” and “pensively.” The effect of these devices is to create a more vivid picture of the scene and to stress the fact that Lydia’s behaviors happen regularly.

#### Page 204

##### ANALYZE

Possible response: Lydia’s reaction to Linda is humorous because it is a reversal: Lydia now finds herself disgusted by a teacher’s pet who is acting just like she used to act.

##### IDENTIFY CAUSE & EFFECT

The cause of Lydia’s change in behavior is her desire to be noticed at any cost. The effect of this change is to anger her teacher.

#### Page 205

##### EXTEND

Possible summary: Lydia, frustrated by her failure to remain a teacher’s pet, becomes a troublemaker instead. She falls asleep on the floor during rest

times, while Miss Hempstead is singing, and rolls onto the floor. After she awakes, she never again wants to be the teacher's pet. Students may say they see these events as a victory for Lydia because she is now free from expectation.

## ■ Possible Answers to Skills Practice

### Comparing Writers' Styles Chart (page 206)

#### **Describe Su's Style:**

Informal diction; simple sentence patterns; conversational tone; use of humor to point out absurdities of cultural expectations.

#### **Describe Minatoya's Style:**

Formal diction; use of repetition in sentence structure; lyrical and ironic tone; use humor to examine cultural expectations and her desires.

#### **Compare Writers' Styles:**

Both writers use humor to point out the difficulties and absurdities of being an outsider in American society, but Minatoya has a complex, elegant style, whereas Su has an informal, casual style.

## ■ Possible Answers to Skills Review

### Vocabulary and Comprehension (page 207)

- A.** 1. enigmatically  
2. tenacious  
3. strident  
4. fastidious  
5. conventional
- B.** 1. B  
2. D
- C.** 1. They wanted to prevent their child from being singled out for ridicule.  
2. After she falls asleep on the floor of the classroom while her teacher is singing.  
3. The title might refer to the parents' desire to "transform" themselves and their children into Americans.

## COLLECTION 9

### Ellis Island, page 210

#### Page 211

##### **HISTORICAL DETAILS**

Lines 1–6 are talking about the past (probably the early twentieth century).

##### **IDENTIFY**

The woman is the Statue of Liberty. To the immigrants, she symbolizes religious and political free-

dom as well as economic freedom—the chance at land ownership and financial success.

##### **IDENTIFY**

The setting changes in line 7, when the speaker of the poem mentions a sightseeing ship.

#### Page 212

##### **IDENTIFY**

Students should underline the word "Yet."

##### **COMPARE & CONTRAST**

Possible response: The immigrants discussed in lines 11–13 have in their veins determination and a desire to succeed. The Native Americans discussed in lines 24–27 have in their veins an intimate knowledge of and respect for the land. The group that came through Ellis Island wanted to make land ownership exclusive rather than communal. This reflects a philosophy of competition rather than one of cooperation.

##### **INFER**

The poem's speaker is part Native American, and he or she seems to lament the Native Americans' loss of their land and their way of life.

##### **BIOGRAPHICAL APPROACH**

Possible response: Perhaps Bruchac wrote this poem to help explain the conflicting feelings he has about his heritage—pride in the bravery and subsequent successes of his Slovak ancestors and pride in his Native American ancestors, but lament for their losses as well. His Slavic ancestors fulfilled their dreams through the destruction of the dreams of his Native American ancestors. The promise of America did not extend to the first Americans. Thus, Ellis Island is at once a symbol of dreams fulfilled and dreams destroyed.

## ■ Possible Answers to Skills Practice

### Historical and Biographical Analysis Chart (page 213)

**Two settings in stanza 1:** Ellis Island, when it was still used to process immigrants; a Circle Line ship in the present day

**Information about his heritage that Bruchac reveals in this poem:** Bruchac has Native American and Slovak ancestors.

**Details in the poem that reflect Bruchac's background:** "two Slovak children / who became my grandparents;" "Yet only one part of my blood loves that memory. / Another voice speaks / of native lands / within this nation."

**Modern-day issues reflected in the poem:** The loss of Native American land is still an important issue; some groups are fighting the federal govern-

ment to honor broken treaties. In this country there are many people with diverse ethnic backgrounds who are seeking to learn more about their ancestors.

## The Habit of Movement, page 214

### Page 215

#### BIOGRAPHICAL APPROACH

Emigrating from Puerto Rico to New Jersey might create language barriers. Constantly being on the move creates problems in forming friendships and finding acceptance. Cofer's family would also face the challenge of being fully accepted into and embracing both cultures.

#### INFER

Students should underline "we lost our will to connect" and "stopped collecting anything heavier / to carry than a wish." Students should circle "a wish." Cofer's family lost the will to connect with people and form friendships. They don't have many possessions; they carry their wishes and hopes with them.

#### INFER

This could suggest that language barriers kept them from reading the books they borrowed from libraries.

### Page 216

#### MONITOR YOUR READING

Possible response: We never stayed in a home long enough to feel comfortable in it. Our homes seemed empty and lifeless, not warm and comfortable.

#### VISUALIZE

Students should underline "like the eyes of the unmourned dead." The tone is bleak, dead, and lonely.

## ■ Possible Answers to Skills Practice

### Literary Criticism—Biographical Approach Chart (page 217)

- They attempt to read books borrowed from libraries, but the books do not interest them, perhaps because of the language barrier.
- They have an idea of what home is, and they carry it with them from place to place. However, they never actually feel at home when they settle in a new place.
- They come to an empty house and leave it empty.
- In time, they grew used to having few possessions and tried to learn from all their experiences living in different places.

- As long as they were on the move, they did not have to try to make friends in their community. This would protect them from rejection.

## The Memory Stone, page 218

### Page 220

#### ANALYZE

Students should underline "a jade pendant . . . the shape and size of a large coin"; "cloudy green in color, its surface is as calm and smooth as water, but one side has a hairline crack." The jade pendant might represent love, health, or tradition.

#### CONNOTATION

Possible response: *Willow* brings to mind a tall, graceful, swaying tree. A woman named Willow might be thin, tall, graceful, and beautiful.

### Page 221

#### CONNOTATION

Possible response: *Ox* brings to mind a strong, stubborn animal. A man named Ox might be stubborn, strong, stalwart, dependable, and even-tempered.

#### FIGURES OF SPEECH

Students should underline "she lost her heart to him"; she fell in love with him.

#### CLARIFY

Ox tells Willow the canary symbolizes their love.

#### PREDICT

Students should underline from "This stone has" (line 52) to "you must return it" (line 55). Willow's words foreshadow a tragic or difficult fate for her.

### Page 222

#### INFER

The canary's disappearance foreshadows Ox's breaking his vow. Students should underline "Her heart clenched like a fighter's fist" and "She waited in vain for Ox's letter."

#### INFER

The name *Gold Mountain* implies that there are great riches available and fortunes to be made in the New World.

#### CHARACTER

She travels to the New World because she needs to know what has happened to Ox. She is worried and upset. This shows strength of character and of purpose.

## Page 223

### INFER

The fact that Willow travels by horse-drawn buggy tells you that this story is set in the time before air travel.

### CLARIFY

She is describing trams (or trains) and cars.

## Page 224

### CHARACTER

Possible response: Ox married someone else because he had lost faith in his ability to make a fortune on his own. This suggests that he is not a man of his word, he is easily swayed by his circumstances, and he lacks resolve and fidelity.

### FIGURATIVE LANGUAGE

The figure of speech is personification.

### PREDICT

Students should underline “bamboo bird cage” and “jade pendant.” Students may predict that the plot events foreshadow tragic consequences for Ox.

### CONNOTATION

*Blossom* brings to mind images of flowers in full bloom. A woman named Blossom might possess beauty, sweetness, grace, youth, and delicacy.

## Page 225

### IRONY

The bird caused the accident. This is an example of irony because the bird that was originally given as a symbol of Ox’s love has caused his death.

### INFER

She throws it into the ocean out of anger and fear. The jade pendant has brought her and her daughter bad luck.

### INFER

Possible response: Blossom is compassionate, caring, and sensitive to all forms of life.

## Page 226

### INFER

Possible responses: She sends Blossom to China because she realizes that she must return the jade pendant to Willow. Blossom’s mother realizes that Willow’s jade pendant is tied up with her daughter’s life. She sends Blossom to China so that the curse on her family can be lifted.

### PREDICT

Possible responses: It foreshadows that there will be a connection between her and Willow. It foreshadows that Willow will recognize her.

## Page 227

### CHARACTER

Willow understands that Jade is the child she should have had by Ox and that this child has been sent to her as a daughter. She understands that they have all been harmed and that it is time for her to put away her anger. Willow’s anger fades; the jade takes on a new warmth and luster; Blossom’s scar fades. When Willow gives Blossom the pendant through her own free will, the harm caused by her anger is undone.

### HISTORICAL APPROACH

Possible responses: He wants to anchor his historical tale in the present. He wants the details from the past to continue to have power in the present. Thus, we continue to feel the warmth and beauty of the jade pendant and are shown its healing power. We are shown that the wrong has been righted and that the jade has been restored to its purpose.

## ■ Possible Answers to Skills Practice

### Motivation Chart (page 228)

**Willow gives pendant to Ox:** She loves him.

**Ox marries a rich woman:** He is tired of poverty and loses faith in his ability to build a fortune on his own.

**Willow journeys to Gold Mountain:** She is worried and upset and needs to know what has happened.

**Ox refuses to return pendant:** He is greedy and wants to keep it for his daughter.

**Blossom’s mother throws pendant in ocean:** She is angry because it has cost her a husband and harmed her daughter.

**Blossom travels to China:** To return the jade pendant to Willow

**Willow gives pendant to Blossom:** She gives the pendant out of love and forgiveness.

## ■ Possible Answers to Skills Review

### Vocabulary and Comprehension (page 229)

- A.
  1. adorning
  2. dank
  3. vivid
  4. ferocious
  5. essences
  6. trilling
- B.
  1. Willow allows the beggar into her inn because his face looks like that of her late husband.
  2. Willow falls in love with Ox because he loves animals.
  3. Blossom’s scar is caused by a riding accident, in which a bird scares the horse she and her father are on.
  4. Blossom travels to China to return the jade pendant to Willow.

## The Story of the Eagle, page 232

### Page 234

#### IDENTIFY

Students should underline “a re-creation story.”

#### IDENTIFY

Three effects of the heavy rains: Lakes and rivers overflowed; people were chased out of their lodges; people moved to higher ground and built new lodges.

#### CONNECT

The bible story of Noah and the Great Flood is another story containing this recurring motif.

### Page 235

#### WORD STUDY

The winds are personified as “angry and vengeful” beings who “whipped” the floodwaters.

### Page 236

#### TEXT STRUCTURE

Possible answer: By listing each family member individually, the author makes each person important, thereby heightening the young woman’s tragedy.

#### PREDICT

Possible answer: Because the animals stop to listen to the young woman’s cries, they seem to have human qualities that may allow them to help her.

#### INFER

Possible answer: Because the eagle has curiosity (a human quality), he is interested in the young woman and wants to know about her.

### Page 237

#### INTERPRET

Possible answer: The Lakotas believe that all creatures—humans, animals, and birds—are equal and are here to help one another.

#### INFER

Possible answer: The fire symbolizes civilization and a return to normalcy for the young woman.

### Page 238

#### COMPARE & CONTRAST

Possible answer: The young woman sees herself as alone in the world, waiting to die. The eagle sees that she has animals to help her; he also sees that she is the last of humankind and must survive in order to save her kind.

#### CHARACTER

Possible answer: The eagle is a loyal friend and is concerned about the young woman’s welfare. He feeds her as an eagle would feed his family.

### Page 239

#### SUMMARIZE

Possible answer: The eagle can talk; he is optimistic, compassionate, and selfless; he is also able to ease the young woman’s loneliness.

#### CHARACTER

Possible answer: The eagle is compassionate. He can sense her loneliness, and seeks to find others for her.

#### INFER

Possible answer: The young woman is happier; her grief is lessening, and she is beginning to look after herself.

#### PREDICT

Possible answer: The young woman seems to be falling in love with the eagle. Perhaps they’ll somehow end up a couple.

### Page 240

#### VISUALIZE

Possible answer: The young woman sees a wide view of the countryside. This is before any cities, so only nature is visible: forests, rivers, mountains, lakes. There is also damage visible from the flood.

#### MYTH

Possible answer: The young woman is “humbled” by the sight of the earth; she is impressed and “reluctant to return” to earth. She is envious of the eagle’s ability to fly.

#### ANALYZE

Possible answer: Building a lodge symbolizes the decision to live. She is no longer hoping to die because she is alone.

### Page 241

#### CONNECT

Possible answer: The eagle goes to Grandfather, the sky, to ask for his help regarding the young woman. The eagle is worried that he cannot help her because he is not human. Grandfather gives him a choice of how he wants to spend the rest of his life: as a man or as an eagle.

#### WORD STUDY

The figurative language is simile; students should underline “loneliness stalked her like an enemy in the night.”

## Page 242

### INTERPRET

Possible answer: The eagle is taking one last flight because it is something he doesn't want to forget. This means he won't be flying again, because he's decided to become human.

### CLARIFY

Possible answer: If the eagle becomes human, he will no longer be able to fly. Perhaps he will no longer be able to speak directly with Grandfather.

### PREDICT

Possible answer: The eagle will appear to the young woman as a human, and they will fall in love and repopulate the earth.

## Page 243

### SYMBOLISM

Possible answer: The eagle symbolizes compassion, selflessness, and bravery.

## Page 244

### CONSIDER

Possible answer: Because the earth had people on it before the flood, it had already been created. Now that there is only one couple, the earth must be recreated by being repopulated with humans.

## ■ Possible Answers to Skills Practice

### Character Traits Chart (page 245)

- 1st Quotation—Character Trait: sensitive; sensible; broadminded.
- 2nd Quotation—Character Trait: optimistic; intelligent; concerned.
- 3rd Quotation—Character Trait: protective; loyal; good friend.
- 4th Quotation—Character Trait: selfless; loving.
- 5th Quotation—Character Trait: sentimental; caring.
- 6th Quotation—Character Trait: compassionate; able to put others' needs before his own.

## ■ Possible Answers to Skills Review

### Vocabulary and Comprehension (page 246)

- A. 1. Possible answer: poodle; Labrador; any breed of dog could be accepted.
- 2. Possible answer: flour; a main ingredient of bread could be accepted.
- 3. Possible answer: honesty; genuineness.
- 4. Possible answer: sound; music; anything that makes noise could be accepted.
- 5. Possible answer: acorn; nut; seed; fruit.
- 6. Possible answer: overjoyed; rejoicing; ecstatic.

- B. 1. A great flood occurs. Only one human survives.
- 2. The young woman loses her family, her home, and all of her fellow humans.
- 3. The eagle's humanlike qualities are the ability to talk; compassion; optimism; and selflessness. (Appropriate alternatives should be accepted.)

## The Spirit Wife, page 247

## Page 249

### INFER

Possible response: The wife's attitude shows that the Zuni see death as a complement to living. They believe that when a person dies, they live in a different world that exists alongside this world.

## Page 250

### IDENTIFY

Possible response: The Zuni see the different aspects of the natural world—the sun, the moon, animals, earth, and so on—as extensions of humanity. They believe that nature takes on human characteristics and behavior so that humans can understand and communicate with the natural world.

### IDENTIFY

The figure of speech is a simile.

## Page 251

### ARCHETYPE

Possible response: The chasm symbolizes a boundary between the world of the living and the world of the dead. Another myth in which a hero faces a seemingly insurmountable task is the tale of Perseus slaying Medusa the gorgon, who turns all humans who look at her into stone.

## Page 252

### CONNECT

Usually in Greek myths a god or a messenger of a god appears to aid the hero.

### VISUALIZE

Details that help with visualization include: "other side of the canyon"; "waiting, dancing before him as ever"; "followed it at a pace so fast"; "led him to a large, dark, deep lake"; "into the water to disappear below the surface"; "spirit land lay at the bottom of the lake"; "surface of the lake remained undisturbed and unruffled like a sheet of mica"; "not even at night"; "lake, the land of the dead, had swallowed her up"; "the sun rose above the mountains"; "buried his face in his hands."

### CLARIFY

Possible response: The owl can talk because it is really a spirit who is able to communicate with human beings. Likewise, the owl knows the man's problem because, as a spirit or god, it is aware of all things.

### Page 253

#### PREDICT

Most students will probably say that even though he has been warned, the young man will succumb to his eagerness and youthful desires and his quest will fail.

#### INTERPRET

Possible response: This warning probably reflects the value that the Zuni place on patience and self-control. This story was most likely used to warn people about the dangers of losing patience and not listening to good advice.

### Page 254

#### IDENTIFY CAUSE & EFFECT

The old man's sleep medicine and the feathered prayer sticks that the young man carved enable the owl-beings to enter the netherworld.

### Page 255

#### INFER

Students should understand that the repetition of a passage indicates its importance to the story.

### Page 256

#### IDENTIFY CAUSE & EFFECT

Possible response: The young man touches his wife because he cannot contain his youthful eagerness and impatience any longer. He gives in to his impulsive desire to express his love and touch his wife.

#### CLARIFY

Among other things, this tale helps explain the Zuni's beliefs about death and the afterlife.

#### ANALYZE

Possible response: The concluding paragraph helps the reader understand that the Zuni see humans as only part of a larger picture. Life and the universe do not revolve around humans. The fact that they see death as a solution to overpopulation indicates that they understand the importance of both life and death. The Zuni do not seek everlasting life.

### ■ Possible Answers to Skills Practice

#### Cause-and-Effect Chart (page 258)

**Cause:** The young man places eagle feathers and prayer sticks by his wife's grave. **Effect:** At night his wife's spirit visits him.

**Cause:** The young man convinces his wife to let him follow her back to the land of the dead. **Effect:** The spirit-wife tells the young man to follow the feather tied to her hair.

**Cause:** The young man tries to descend a wall of the canyon. **Effect:** He can't do it and gets stuck on a ledge barely wider than a thumb.

**Cause:** A tiny squirrel moistens a seed with saliva, sticks it into a crack in the wall, and starts singing. **Effect:** A large plant stalk spans the canyon.

**Cause:** The owl-man asks the young man why he is crying. **Effect:** The owl-man takes the young man back to a cave and agrees to help the young man bring his wife back from the land of the dead.

**Cause:** The old owl-man warns the young man not to succumb to the impatience of youth and to exercise restraint. **Effect:** The young man promises to be patient.

**Cause:** The young man touches his sleeping wife. **Effect:** The wife returns to the land of the dead.

**Cause:** The young man gives in to his eagerness and touches his wife, who then must return to the land of the dead. **Effect:** The young man lives his life in a kind of trance.

### ■ Possible Answers to Skills Review

#### Vocabulary and Comprehension (page 259)

- A. 1. dissuade  
2. chasm  
3. abyss  
4. self-denial  
5. embrace  
6. reverently
- B. 1. The owl-man approaches the young husband because the owl-man is a spirit who watches over humans and guides them through their lives.  
2. The owl-man warns the young man not to touch his wife in any way before they reach home—otherwise he will lose her forever.  
3. The spirit-wife returns to the netherworld because her husband touches her.  
4. The Zuni probably hoped to teach their listeners about the afterlife and the spirit world. They probably also wanted to teach people the importance of patience and self-restraint.

### Orpheus and Eurydice, page 260

#### Page 262

#### IDENTIFY

The literary device is called personification.

#### IDENTIFY

The literary device is called simile.

## IDENTIFY

Words that can be underlined include “buds on spring flowers would open”; “the fiercest wild beasts became tame and gentle and would follow Orpheus about like lambs”; “storms would cease to toss the seas”; “evil thoughts . . . would be transformed to thoughts of love and kindness.”

## Page 263

### HISTORICAL CONTEXT

This sentence shows that the ancient Greeks viewed human fate as the province of the gods. In other words, humans had little control over their own destinies, and the gods decided what would happen in people's lives.

### ARCHETYPE

The archetype that appears here is that of the underworld, or the land of the dead.

## Page 264

### COMPARE & CONTRAST

In “The Spirit Wife” the land of the living and the land of the dead are separated by a huge chasm. In both stories the borders (the chasm and the river) are not crossable by living humans without the help of the spirits or gods.

### COMPARE & CONTRAST

Possible response: The ferryman, Charon, helps Orpheus cross the river Styx. In “The Spirit Wife” a tiny squirrel helps the young husband cross the chasm. These details tell us that there are limits to what a mythical hero can do. They cannot perform supernatural feats without the aid of a spirit or god. These details also tell us that both the Zuni and the ancient Greeks had great respect for those aspects of the world that they considered divine. Both cultures believed that humans were subject to the designs of the gods.

## Page 265

### CONNECT

Students should understand that the two warnings are basically the same and underscore the value both cultures placed on patience and self-control.

## Page 266

### HERO MYTHS

Possible response: Orpheus and the young husband both fail to be patient. They are both asked to exercise self-restraint until they reach a certain goal, and they both fail to do so.

### INTERPRET

The result is that Eurydice is dragged back down into the underworld by hundreds of unseen hands. She can never again be a part of the land of the living.

## SUMMARIZE

Possible summary: When Orpheus dies, the whole world mourns his passing. However, Orpheus is happy that he is dead because he can now go back into the underworld. Charon ferries Orpheus across the river Styx, and Cerberus welcomes Orpheus into Hades with a wagging tail. Orpheus sees Eurydice and rushes to hug her. He is overjoyed that he can now be with Eurydice forever.

## ■ Possible Answers to Skills Practice

### Hero Chart (page 268)

#### Key Traits

Intelligence and resourcefulness

#### Details

Possible responses: Orpheus decides to go down to the underworld and bring Eurydice back to the land of the living; Orpheus uses his lyre to convince Charon to ferry him across the river Styx, to soothe Cerberus, and to give a feeling of happiness to Hades; Hades promises Orpheus he can have Eurydice back in exchange for his gift of music.

#### Key Trait

Bravery

#### Details

Possible responses: Orpheus helps Jason and the Argonauts on a heroic quest; Orpheus decides to go down to Hades to bring back Eurydice; equipped with only a lyre, Orpheus faces Cerberus, a three-headed, vicious dog; Orpheus confronts Hades.

#### Key Trait

Loyalty

#### Details

Possible responses: The marriage between Orpheus and Eurydice; Orpheus cannot forget Eurydice after she dies and vows to bring her back to the land of the living to be with him.

#### Weaknesses

Possible responses: Eurydice displays human frailty when she dies from a snake bite; Orpheus shows weakness when he can't function without Eurydice; Orpheus cannot control his fears and turns around at the last moment to look at Eurydice.

## ■ Possible Answers to Skills Review

### Vocabulary and Comprehension (page 269)

- A. 1. shrouded
2. gnashing
3. insolence

English words from Greek myths: odyssey, stygian, herculean, lyrical, mercurial, lyre.

- B. 1. After his wife, Eurydice, dies, Orpheus discovers that he cannot live without her, and so he journeys to the underworld to bring her back.
2. Orpheus must first endure a long journey down a gloomy cave deep into the earth. He must then convince Charon to ferry him across the river Styx. Then, he must pass Cerberus, the guard dog to the underworld, and enter through Hades' gates. He must then convince Hades to allow Eurydice to accompany him back to the land of the living. Finally, he must not turn around to look at Eurydice until they reach the sunlit earth again.
3. King Hades warns Orpheus not to look back at Eurydice until they reach the land of the living or else she will disappear back into the underworld forever.
4. Because Orpheus disobeys King Hades, Eurydice is grabbed by hundreds of invisible hands and brought back to the underworld forever.

### COLLECTION 11

## from Now Let Me Fly / Barbara Johns: Carrying On the Speaking, page 272

### Page 274

#### IDENTIFY

Possible answer: Barbara is described as "intelligent and quiet" with a "social consciousness" that was growing. She becomes a leader among her fellow students. It's unusual that a quiet person would want to be a leader; her social consciousness must have been strong.

### Page 275

#### PARAPHRASE

Possible response: Although slavery ended through changes in the law, prejudice persisted.

#### INFER

Students may underline details including "segregation was the law"; "The Prince Edward Hotel on Main Street was once host to Generals Grant and Lee"; and "still as hauntingly vivid as was World War II." These details tell us that Johns lived after the time of slavery but during a time of great prejudice and division between black people and white people.

### Page 276

#### INFER

Possible answer: External conflicts Barbara faces are not being able to eat at restaurants or lunch counters; and not being allowed into movie theaters in

the county. Internal conflicts include struggling with anger, fear, and resentment.

#### IDENTIFY

Lines students should underline include "There she could say aloud what was too dangerous for her to voice elsewhere"; and "Mrs. Croner gave voice to the hardships of her people."

#### INTERPRET

Possible answer: The problem is circular: If someone doesn't have an education, it's more difficult to get a good job. Without a well-paying job, a person doesn't contribute enough taxes to pay for public education. Without education, it's hard to get a good job.

### Page 277

#### INTERPRET

Possible answer: A potbellied stove is good for the people sitting next to it, just as public schooling is good for the people who have it available to them. The farther one is from the potbellied stove (or public schooling), the less heat (education) is available.

#### IDENTIFY

Possible response: The writer infers that the black students felt that the white students regarded them as inferior because of their inferior school.

### Page 278

#### SUMMARIZE

Possible response: Barbara's concerns are that Moton High is poorly funded and that the education of the town's African American students is suffering as a result. Her frustration is that no one is doing anything about it.

### Page 279

#### PREDICT

Possible answer: Barbara is planning a student protest. Its goal is to ask for equal school facilities. The students will march with placards.

#### IDENTIFY

One result of these actions was a Supreme Court ruling that ended public school segregation, which in turn led to a backlash against the ruling in Virginia that included shutting down Moton High.

### Page 280

#### IDENTIFY

Lines students should underline include "she asked students to stay out of school for as long as necessary"; "showing the students the placards, Barbara explained that the students could march with them on school grounds"; "Students were also given the option of simply sitting inside their classrooms without opening their books."

## Page 281

### INTERPRET

Possible answer: Barbara continued her grandmother's "speaking" by taking her own message to people and putting it into action.

## Page 282

### DRAMA

Students should circle "Farmville, Virginia"; "the R. R. Moton High School auditorium"; "spring of 1951." This is a modern drama because it takes place in the twentieth century and because the characters are not royalty, gods, or mythic heroes, but rather, ordinary high school students and school administrators.

### DRAMA

Clues that suggest this is a monologue are the tone and rhythm of Barbara's speech, the fact that she does not anticipate a response, and the situation of one character onstage addressing other characters. Barbara is delivering this monologue to an auditorium full of students and teachers.

## Page 283

### INFER

Possible answer: The students are not part of "a more perfect union." The country is not providing equal education for all its citizens and therefore is not "promoting the general welfare." African Americans are discriminated against and so are not secure in "the blessings of liberty."

## Page 284

### INFER

The student strikers are seeking improvements to their school.

### DRAMA

Answers will vary. Students may say that that people's outfits and the architecture of the building help them picture the time and place of the play.

## Page 285

### INFER

Possible response: Barbara's tone is polite, and she appears firm and resolute. Mrs. Gates' tone is dismissive and bossy, but her words and phrasing show that she is anxious.

### PARAPHRASE

Possible answer: Mrs. Gates: You are too young and foolish to know what you're doing. This is the way things have always been done. I'm telling you this to protect you: If you make a serious protest, the situation will become dangerous, and you will be the victims. (Mrs. Gates is threatening the students that if they proceed, violence will occur.)

## Page 286

### IDENTIFY

Possible answer: Students should underline "planned it down to a gnat's eyebrow." Just as a gnat's eyebrow is smaller than tiny, the students have planned their actions down to the smallest detail, leaving nothing to chance.

### EVALUATE

Possible response: She says their school will be closed. I wouldn't have believed her threat if I hadn't read in the introductory essay that the school was later closed for several years.

### PREDICT

Answers will vary. Most students will predict that there will be a confrontation of some sort.

## ■ Possible Answers to Skills Practice

### Drama Chart (page 288)

Reasonable answers should be accepted.

**Props:** Students might have assembly slips and schoolbooks with them in the auditorium; a microphone on a stand at the school auditorium; placards with the students' demands would be needed; Mrs. Gates, as a secretary, might be carrying a pencil or a notebook.

**Set Design:** Because the play takes place in two very different locations, the set should be suggestive, instead of totally realistic. Perhaps a screen with slides projected on it could be set up behind the actors. Curtains could be hung behind Barbara when she is speaking to the students to suggest an auditorium; she might have a podium to stand behind, which could be moved offstage easily. A desk with office supplies and a phone on it could be moved onstage to suggest Mrs. Gates's office.

**Costumes:** Following the photo on page 270 would be helpful. The costumes should look like clothes worn in the early 1950s. The students are well dressed. They could have overcoats to show that it is a cold spring day and that their auditorium isn't well heated. Mrs. Gates should have on a nice dress or a suit to show she is dressed professionally.

## ■ Possible Answers to Skills Review

### Vocabulary and Comprehension (page 289)

- A. 1. e.  
2. f.  
3. b.  
4. a.  
5. d.

- B.**
1. The play is set at the R. R. Moton High School, located in Farmville, Prince Edward County, Virginia.
  2. The play is set in 1951.
  3. Sixteen-year-old Barbara Johns delivers the monologue. She is led to do it by frustration over the poor conditions at her school compared with those at the town's white school.
  4. The students are seeking to improve the inadequate conditions of their school.

## Part Two

### Interview with Mae, page 292

#### Page 294

##### GENERATE QUESTIONS

Answers will vary. Possible responses: Can you see other planets in space? How long were you in space?

#### Page 295

##### IDENTIFY

Students should circle the text "There is a trainer we use that makes us truly weightless. . . . At the top of the loop, you have about twenty seconds of weightlessness."

##### EVALUATE

Answers will vary. Some students will think it is a good question and may say that they were wondering if there are misconceptions about space food. Students who don't think it is a good question may say that it doesn't seem very serious or that it isn't interesting to them.

#### Page 296

##### COMPARE & CONTRAST

Students will underline various sections of the text.

##### GENERATE QUESTIONS

Answers will vary. Possible responses: What was Jemison doing before the photograph was taken? What is the equipment surrounding Jemison?

#### Page 297

##### DRAW CONCLUSIONS

Answers will vary. Possible response: I was surprised. I expected her to say that science and math were important, but she ended up saying that being well rounded is the most important thing. It sounds as if students who want to be astronauts should do well in history, English, foreign languages, and other classes too.

##### INFER

Possible response: Jemison's response reveals that she is confident and brave as well as accepting of people with different backgrounds.

##### GENERATE QUESTIONS

Answers will vary. Possible response: Does she mean that everybody should have a purpose? What does she consider her purpose in life?

### ■ Possible Answers to Skills Practice

#### 5W-How? (page 298)

**Who?** Who, if anyone, inspired Jemison to become an astronaut? Who went into space with her in 1992? Who selects new astronauts?

**What?** What did she do professionally before becoming an astronaut? What degrees does she hold? What kinds of experiments did she do in space? What does she do now?

**When?** When did she leave NASA? When did she write and publish her book? When did she know that she wanted to be an astronaut?

**Where?** Where is she from? Where does she currently live and work? Where does NASA conduct astronaut training?

**Why?** Why did she want to be an astronaut? Why are people weightless in space?

**How?** How long was she in space? How does someone become an astronaut? How does the Jemison Group try to integrate science into daily life?

### ■ Possible Answers to Skills Review

#### Vocabulary and Comprehension (page 299)

- A.**
1. A misunderstanding is caused by a failure to interpret or understand something correctly. Often, a misconception is a mistaken idea you have because that idea is commonly held to be true, so it isn't the result of your incorrect interpretation.
  2. *Indifferent* can mean "lacking concern," which has negative connotations, whereas *neutral* generally means "impartial" or "lacking bias."
  3. Something that is buoyant has the ability to rise and thus float. Also, *buoyant* and *floating* have different nonliteral meanings.
  4. A doctorate is a specific type of degree (one at the highest level).
- B.**
1. Jemison was excited and happy to be in space and thought it was fun.
  2. Jemison avoids the word *dream* because she thinks "it implies something you can't do"—something unrealistic rather than something you intend to do.

## Homecoming; Ishi Apparently Wasn't the Last Yahi; The Repatriation of Ishi, page 300

### Page 302

#### **DRAW CONCLUSIONS**

The statement reveals the subject of the essay.

#### **IDENTIFY**

The main idea of the first paragraph is that the ashes of Ishi, the last of the Yahi, were finally buried.

### Page 303

#### **CLARIFY**

You learn that Ishi and his visitors were fascinated by one another and that Ishi recognized those who visited him regularly. Students may also infer that he established friendships with some of his visitors, because one of them invited him to the theater.

### Page 304

#### **COMPARE & CONTRAST**

Possible response: Ishi's account would differ from many other accounts of the time in that it wouldn't glorify the settling of the West and wouldn't portray American Indians as enemies to be conquered. Instead, it would probably focus on their suffering.

#### **INFER**

Possible response: The Smithsonian probably collected American Indian remains for scientific study. The writer condemns this practice because he thinks the remains should have been respectfully buried instead.

### Page 305

#### **INTERPRET**

Possible response: The writer makes the point that American Indian cultures have been mostly absorbed by mainstream American culture.

#### **INTERPRET**

Possible response: The author's purpose is to pay tribute to Ishi and what he represents.

### Page 306

#### **IDENTIFY**

The main idea of the first three paragraphs is that, according to an archaeologist, Ishi wasn't the last Yahi.

#### **EVALUATE**

Students should underline "a research archaeologist at the University of California at Berkeley's Hearst Museum of Anthropology." Possible response: Yes, as a university archaeologist working in the same

region in which Ishi lived, Shackley is probably an expert in this field. Thus, he is a credible source.

#### **SYNTHESIZE SOURCES**

The new information about Kroeber is that she didn't base her book *Ishi in Two Worlds* on hard research.

### Page 307

#### **CLARIFY**

The details that support the idea that Ishi was of mixed ancestry are that Ishi's arrowheads are different from those found at known Yahi sites and that they are similar to arrowheads made by other peoples—the Nomlaki and Wintu.

#### **IDENTIFY CAUSE & EFFECT**

Their decreasing numbers caused the Yahi to marry outsiders.

### Page 308

#### **IDENTIFY**

Students should underline "because he spoke Yahi and was found near Yahi territory" and "the only Yahi left in the hinterlands were believed to have been exterminated."

#### **INFER**

The three people with whom Ishi was seen in 1908 probably died.

### Page 309

#### **VOCABULARY**

Answers will vary. Possible response: Some words in the same word family as *linguistic* are *linguist*, *linguistically*, and *linguistics*.

#### **SYNTHESIZE SOURCES**

"Ishi Apparently Wasn't the Last Yahi" is similar to "Homecoming" in that both deal with the same topic, Ishi, and both contain some background information about Ishi's life. However, "Homecoming" focuses on Ishi's remains and their repatriation, whereas "Ishi Apparently Wasn't the Last Yahi" focuses on the claim that Ishi had mixed ancestry.

### Page 310

#### **INTERPRET**

Possible response: From the time line, you get an overview of the major events related to Ishi (that we know about), and from the map, you learn where the relevant places in Ishi's story are located. Because they are objective and informative, they are a clue that the purpose of the piece is chiefly to inform.

**SYNTHESIZE SOURCES**

The information is similar to information in the second article because it explains why Ishi was considered the last of the Yahi.

**■ Possible Answers to Skills Practice****Synthesizing Sources Chart (page 312)**

**Homecoming—Main Idea:** Ishi has finally been granted the burial he deserves. **Supporting Evidence:** Ishi was an American Indian who survived and adapted in very difficult circumstances. Shamefully, Ishi's brain was sent to the Smithsonian. Ishi's remains have now been reunited and buried near Mount Shasta.

**Ishi Apparently Wasn't the Last Yahi—Main Idea:** Ishi was not the last Yahi, because he was of mixed ancestry. **Supporting Evidence:** Arrowheads found at Yahi sites are different from the ones Ishi made. Ishi's arrowheads resemble those made by the Wintu and Nomlaki. Because of their decreasing numbers, the Yahi probably married outsiders in later years.

**The Repatriation of Ishi, the Last Yahi Indian—Main Idea:** The Smithsonian National Museum of Natural History has carried out the repatriation of Ishi's remains. **Supporting Evidence:** In 1917, Ishi's brain was sent to the Smithsonian. In 1989, Congress enacted a law requiring museums to repatriate American Indian remains. In 2000, Ishi's brain and cremated remains were buried by descendants of the Yana.

**Synthesis:** Ishi—not, strictly speaking, the last of the Yahi-Yana—has been buried by the closest descendants of his people.

**■ Possible Answers to Skills Review****Vocabulary and Comprehension (page 313)**

- A. 1. **Vocabulary Word:** ideology; **Explanation:** An idealist is heavily influenced by ideals, which form the basis of an ideology.
2. **Vocabulary Word:** accumulated; **Explanation:** Something that is cumulative is the result of being accumulated.
3. **Vocabulary Word:** linguistic; **Explanation:** *Linguistic* means "having to do with language or the study of it."
4. **Vocabulary Word:** diminished; **Explanation:** Something diminutive is small, and something diminished has been decreased in size or number.
5. **Vocabulary Word:** enmeshed; **Explanation:** Mesh is the material of a net, and *enmeshed* means "caught, as if in a net."

6. **Vocabulary Word:** perpetuate; **Explanation:** *Perpetuate* means "cause to continue" or "make perpetual (continuing indefinitely)."

- B. 1. After Ishi died, his brain was sent to the Smithsonian. Now it is buried with his cremated remains at an undisclosed location near Mount Shasta.
2. Ishi's extended family began marrying outsiders.
3. Ishi is often considered the last of his people because he is believed to be the last Yahi-Yana to live separately from white culture.

## Free Minds and Hearts at Work; Jackie Changed the Face of Sports, page 314

## Page 316

**IDENTIFY SOURCES**

This article is a primary source. The details in the first paragraph that tell you so are "I experienced" and "everything that takes place includes me."

**IDENTIFY & ELABORATE**

Students should circle the text "First, that imperfections are human. But that wherever human beings were given room to breathe and time to think, those imperfections would disappear, no matter how slowly." Answers will vary. Possible questions: What are some historical examples of this happening? What can I do to help fix "imperfections"?

## Page 317

**IDENTIFY CAUSE & EFFECT**

Robinson's children will face less prejudice than he did because of others who have "gone before them," or already faced and overcome prejudice.

## Page 318

**IDENTIFY**

Possible response: The main idea in lines 35–43 is that free people are able to move forward and make positive changes.

**IDENTIFY & ELABORATE**

Students should underline "I believe in the goodness of a free society" and "not when it took place in a free society." Answers will vary. Possible response: I think living in a free society means that people have the right to free speech and that people democratically elect their government.

**ANALYZE**

The author's repetition of these words tells you that the source is subjective: It is based on his personal beliefs.

**IDENTIFY & ELABORATE**

Possible response: The main idea of this article is probably that Jackie Robinson changed sports—and the entire nation—by making it more racially tolerant. This idea supports the main idea of the first article.

**IDENTIFY SOURCES**

The conversation from the past tells you that this is a secondary source, because the writer is describing an event in which he did not participate and probably did not witness.

**COMPARE & CONTRAST**

The tone of the exchange is more intense and agitated (Rickey is described as “exploding”) than the scene in the photo, in which both men are smiling pleasantly and shaking hands.

**IDENTIFY SOURCES**

The *Sports Illustrated* article is a secondary source. The writer of the article summarized things that happened to someone else, Robinson.

**IDENTIFY SOURCES**

*The Boys of Summer* is a primary source because it is a memoir of Kahn’s experiences covering the Brooklyn Dodgers, not just a book about the Dodgers themselves.

## ■ Possible Answers to Skills Practice

### Analysis, Evaluation, and Elaboration Grid (page 322)

**Free Minds and Hearts at Work—Analyze:**

Problems will always exist in society, but we can slowly make improvements. **Evaluate:** The writer bases his argument entirely on personal experience, but he is convincing. **Elaborate:** Responses will vary.

**Jackie Changed the Face of Sports—Analyze:** Jackie Robinson changed sports—and the entire nation—by succeeding in Major League Baseball and by making it more racially tolerant. **Evaluate:** The writer quotes other sportswriters and provides facts and statistics to demonstrate Robinson’s success and his impact. **Elaborate:** Responses will vary.

## ■ Possible Answers to Skills Review

### Vocabulary and Comprehension (page 323)

- A. 1. *Epithets* is sometimes used to refer specifically to abusive or insulting descriptions.
2. *Prone* and *disinclined* are antonyms; they have opposite meanings.
3. *Instilling* and *implanting* are very similar, but *instilling* refers to a more gradual process.
4. Without being qualified by a modifier such as *good* or *little*, the word *probability* conveys greater likelihood than *chance*.
5. *Static* and *dynamic* are antonyms; they have opposite meanings.
- B. 1. Robinson believes that imperfections are human but that they slowly disappear in a free society.
2. For a society to remain good, according to Robinson, we have to fight for it and against its imperfections.
3. The Dodgers’ president, Branch Rickey, was looking for someone who would be able to show restraint when confronted with racial hatred.

## Be an Everyday Freedom Hero!, page 324

**AUTHOR’S ARGUMENT**

The writer will argue that individuals can take action against injustice.

**TEXT STRUCTURE**

The time line is an example of evidence. It supports the author’s argument.

**IDENTIFY**

Answers will vary. Possible response: The word *murdered* has emotional connotations. It appeals to readers’ emotions, causing feelings of shock and sympathy.

**PARAPHRASE**

Possible response: Kids Can Save the Children has helped needy children throughout the world by sending millions of dollars’ worth of medical supplies to their aid.

**CONNECT**

Students should underline “Rev. James Gilliland”; “Harriet Tubman”; “William DeHart Hubbard,” “His teammates,” or both; “Dr. Jan Zabinski”; “Minoru Yasui”; “Rosa Parks”; “Jackie Robinson”; “Arn Chorn-Pond”; “Craig Kielburger”; and “Laquetta Shepard.” Answers will vary. Most students will say they have heard only of Tubman, Parks, and Robinson.

**IDENTIFY**

You find out why slavery still occurs in contemporary times under the “Why Does Slavery Still Exist?” subhead.

**IDENTIFY CAUSE & EFFECT**

Students should circle the text “Sure, slavery in the U.S. was officially outlawed in 1865 following the end of the Civil War” and “Neither slavery nor involuntary servitude, except as a punishment for crime . . . shall exist within the United States.” Students should underline the text “But slavery wasn’t erased from the face of the earth” and “Experts figure there are at least 27 million slaves in the world today—many of them young kids.”

**AUTHOR’S ARGUMENT**

Words students should circle include “slavery”; “poverty”; “greed”; “control.” These words bring to mind negative associations; students may mention specific situations that these words make them think of.

**AUTHOR’S ARGUMENT**

The writer’s generalization is that many poor Indian and Pakistani families sell their children into slavery to pay debts. This generalization advances the argument against slavery by demonstrating that money is at the root of slavery.

**AUTHOR’S ARGUMENT**

It is an emotional appeal. Possible response: The writer does not give many details, but mentioning the enslavement and death of a twelve-year-old boy causes readers to feel alarmed and saddened.

**EVALUATE**

Students should underline “Young people have ‘the power of one’ to make a difference. This wake-up call is for you!” Answers will vary. Most students will say that the writer has argued successfully for this point by giving examples of individuals who have made a difference and by making suggestions for how students can take action.

**■ Possible Answers to Skills Practice****Argument Evaluation Chart (page 331)**

**Claim:** People should take action against slavery.

**Logical appeals:** There are at least 27 million slaves in the world, many of whom are children. Some individuals have proven that anyone can make a difference by taking action.

**Emotional appeals:** “Listen Up!” If slaves are lucky, they may get a blanket and a bowl of beans. Craig

Keilburger was inspired to take action after reading about an enslaved twelve-year-old who died.

**Generalizations:** Most slavery exists because of poverty and greed. Many poor Indian and Pakistani parents have sold their kids into slavery to pay off debts.

**Loaded words:** “murder,” “slavery,” “poverty,” “greed”

**My evaluation:** Evaluations will vary. Most students will say that the article is persuasive because it contains evidence in the form of facts and statistics and because it makes compelling emotional appeals.

**■ Possible Answers to Skills Review****Vocabulary and Comprehension (page 332)**

- A.**
  1. contemporary
  2. statistics
  3. servitude
  4. boycott
- B.**
  1. Japanese Americans were detained in camps because of fears that they might help Japan in its war with the United States.
  2. After his retirement from baseball, Jackie Robinson helped establish Freedom National Bank, the first African American-run bank.
  3. Slavery still exists because of poverty and greed.
  4. You can raise awareness about slavery by writing an article or a letter to the editor of a school Web site or a school or local newspaper.

**Equal Employment Opportunity Is the Law, page 334****TEXT FEATURES**

Students should circle “Employers Holding Federal Contracts or Subcontracts,” “Private Employment, State and Local Governments, Educational Institutions,” and “Programs or Activities Receiving Federal Financial Assistance.” They are connected to the title because they describe the laws that guarantee equal employment opportunities.

**TEXT FEATURES**

Parts of excerpt 1 are in boldface type because it contains the most important information.

**TEXT FEATURES**

Excerpt 2 will be about protection from discrimination on the basis of race, color, religion, sex, and national origin for employees of private organiza-

tions, state and local governments, and educational institutions.

### INTERPRET

Possible response: Employers cannot discriminate because of race, color, religion, sex, or national origin when hiring or firing employees; considering employees for promotions, training, referrals, etc.; or making decisions about employees' pay or benefits.

### Page 337

#### PURPOSE

If you feel you've been discriminated against, you are told to contact the U.S. Employment Opportunity Commission.

#### TEXT FEATURES

The sub-subhead "Race, Color, Religion, National Origin, Sex" is repeated from previous sections, though with the words in slightly different order.

## ■ Possible Answers to Skills Practice

### Workplace Documents Organizer (page 338)

**Title:** The title of the document reveals the topic of the piece: Laws that protect employees are in place.

**Headers:** Headers tell of particular laws that are in place to protect employees.

**Boldface Type:** Boldface type reveals important information, such as reasons why people are discriminated against.

**Format:** The document is organized first by categories of employment and then by categories for which discrimination is prohibited. This format makes finding the essential information easier.

## ■ Possible Answers to Skills Review

### Reading Comprehension (page 339)

1. The title is "Equal Employment Opportunity Is the Law"; The numbers indicate what sections are going to be repeated in large print.
2. "Race, Color, Religion, Sex, National Origin"
3. Affirmative action guarantees "equality of opportunity in all aspects of employment."
4. The key information in Section 2 is the five categories for which Title VII of the Civil Rights Act of 1964 prohibits discrimination.
5. If employees feel employers are retaliating against them, the employees should contact the U.S. Equal Employment Opportunity Commission.

## Documenting Invention; Victor Ochoa's Biographical Sketch, page 340

### Page 341

#### IDENTIFY

Possible response: The header in line 4 highlights what you can do to preserve the records related to your inventions.

### Page 342

#### TEXT FEATURES

The questions are numbered so that you answer them in particular order. The bullets are box-shaped because the list is a checklist. You can place check marks in the boxes.

### Page 343

#### TEXT FEATURES

Possible response: The information in boldface type tells you how to contribute to the preservation, protection, and donation of personal papers.

#### TEXT FEATURES

If you're not sure how much an artifact is worth, you would check the box for "Locating an appraiser." An appraiser is a person who evaluates the financial worth of something.

### Page 344

#### SEQUENCE

Answers will vary. Most students will think that the order is adequate as is because the biographical sketch serves as an example of recently documented invention.

#### IDENTIFY

Possible response: In the opening lines of the Web page, you learn where and when Ochoa was born and where he lived in the United States as a child. You also learn that he was politically active, publishing and speaking about issues that were important to him.

### Page 345

#### IDENTIFY

Students should underline "adjustable wrench," "reversible motor," "electric brake for streetcars," "windmill," and "Ochoaplane." Ochoa's windmill is much cheaper than conventional windmills (one-fifth the cost) and can create and store electricity.

#### IDENTIFY

The footnote at the bottom of the page us tells that Theodore Roosevelt is a former U.S. president. It also lists what he was doing during the time when Ochoa was in jail, which was before Roosevelt's presidency.

**TEXT FEATURES**

Possible response: The illustration helps you follow the verbal description of the Ochoaplane.

**EVALUATE**

Answers will vary. Most students will say that this information would be of interest to the people who run the MIND program, because it describes a historical invention.

## ■ Possible Answers to Skills Practice

### Key Information Chart (page 347)

**Key Information:** How you can help save the records of your inventions; **Where Information Is Located:** Under the subhead "What You Can Do"

**Key Information:** Types of materials related to invention; **Where Information Is Located:** In a checklist

**Key Information:** Questions to ask yourself regarding materials; **Where Information Is Located:** In a numbered list

**Key Information:** How you can get more information about preservation; **Where Information Is Located:** In an application

**Key Information:** What the Ochoaplane looked like; **Where Information Is Located:** In an illustration and the text underneath it

## ■ Possible Answers to Skills Review

### Reading Comprehension (page 348)

1. The purpose of the Modern INventors Documentation Program brochure is to give inventors information about preserving their materials.
2. The purpose of the checklist in the brochure is to help inventors figure out what types of materials they have before discussing them with an archival repository.
3. The purpose of the application at the end of the directions is to allow inventors to request more information.
4. Victor Ochoa published a newspaper to urge a free Mexican government.
5. A canvas-covered steel framework was mounted on two bicycles. A seat was placed between the bicycle frames, with a motor below the seat. A rudder was attached to the back.

## from Recycling Guide for Native American Nations; U.S. Recycling Symbols, page 349

### Page 350

**TEXT FEATURES**

Students should underline "for Native American Nations." The document contains general recycling information that could be useful to any community starting a recycling program.

**IDENTIFY**

Possible response: The purpose of the ancient story of recycling is to show that recycling is not a new concept for Native Americans and to demonstrate the benefits of recycling.

**EVALUATE**

Students should underline "Recycling is defined as the collecting, manufacturing, and selling/buying of new products made from what once was thought of as waste." Possible response: It is logical to include this definition here. The document is about recycling, so it makes sense to include a definition of recycling early in the document.

### Page 351

**SEQUENCE**

Before consumers can buy products made from recycled materials, the materials must be collected, and the products must be manufactured.

**SEQUENCE**

The bulleted questions are in a point-by-point sequence. They do not need to be asked in a particular order.

**IDENTIFY**

Early community involvement and continuing education are necessary for a new recycling program to succeed.

**ANALYZE**

Answers will vary. Possible response: I would expect *Recycling Guide for Native American Nations* to contain specific information about how to set up and fund a new recycling program.

### Page 352

**IDENTIFY CAUSE & EFFECT**

Growing consumer awareness and environmentalism and the occurrence of the first Earth Day led to the contest.

**SEQUENCE**

Yes, the plastics are listed in a logical sequence. They are listed according to the number on their packaging symbol.

## INFER

When possible, you should avoid buying packages that have the number-7 recycling symbol. Plastics with this symbol are probably difficult to recycle.

## ■ Possible Answers to Skills Practice

### Sequence Chart (page 353)

from *Recycling Guide for Native American Nations*:

2. Recycling is “the collecting, manufacturing, and selling/buying of new products made from what was once thought of as waste.” 3. The recycling symbol represents the three components of the recycling process. 4. Before starting a recycling program, you should attempt to answer several important questions.

U.S. Recycling Symbols: 2. The recycling symbol was created by Gary Anderson in 1970. 3. The recycling symbol was submitted as part of a contest. 4. Plastic packaging usually has a specific recycling symbol that includes a number and an acronym.

## ■ Possible Answers to Skills Review

### Reading Comprehension (page 354)

1. Pueblo women ground the pieces of the broken pots into a powder and used the powder to make new pots.
2. The three chasing arrows of the recycling symbol represent the three components of recycling: collection, manufacture, and purchase.
3. A new recycling program should be introduced in schools first because children will then act as “recycling ambassadors,” sharing what they learned with adults.
4. The document gives water bottles, peanut butter containers, and juice bottles as examples of polyethylene terephthalate.
5. The packaging symbol for polypropylene plastic containers is the recycling symbol (three chasing arrows that form a triangle) with number 5 in the center and the acronym “PETE” underneath.

## Works Cited List: Recycling, page 355

### Page 357

#### TEXT FEATURES

Students should circle the text “[http://www.paper-recycles.org/news/print\\_materials/work\\_guide.pdf](http://www.paper-recycles.org/news/print_materials/work_guide.pdf).”

#### TEXT FEATURES

The Web site referenced in the third citation was accessed on March 6, 2006.

## IDENTIFY

The document referenced in the sixth citation is a consumer document. It is intended to give Native American consumers information about starting a recycling program.

## ■ Possible Answers to Skills Review

### Reading Comprehension (page 358)

1. Citations in a *Works Cited* list are listed in alphabetical order by author.
2. The date an article was accessed precedes the electronic address (URL).
3. “Native American Tribes Connect Composting with Cultural Values and Traditions” is an article from an online project, database, or periodical. The title is in quotation marks; if it were the title of a larger document, such as a book, it would be underlined instead.
4. “Recycling Guide for Native American Nations” is underlined because it is the title of a document that is not part of a larger publication.

# Section Two

## Graphic Organizers

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Name \_\_\_\_\_ Date \_\_\_\_\_

Selection Title \_\_\_\_\_

## Plot Diagram

Review the plot structure of the selection you just read. Then, fill out the graphic organizer below. (The number of events will vary based on the selection.)

**Climax**

\_\_\_\_\_

Event 6 \_\_\_\_\_

\_\_\_\_\_

Event 5 \_\_\_\_\_

\_\_\_\_\_

Event 4 \_\_\_\_\_

\_\_\_\_\_

Event 3 \_\_\_\_\_

\_\_\_\_\_

Event 2 \_\_\_\_\_

\_\_\_\_\_

Event 1 \_\_\_\_\_

\_\_\_\_\_

**Resolution** \_\_\_\_\_

\_\_\_\_\_

**Basic Situation** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Selection Title \_\_\_\_\_

## Time Line

Straightening out the sequence of events is a useful strategy when the events in a story are out of order. Use the time line below to record events in their correct sequence. In the left-hand column, fill in when the event happened. In the right-hand column, fill in the event. Start with the event that happened first. (The number of events will vary based on the selection.)

Time	Event
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Name \_\_\_\_\_

Date \_\_\_\_\_

Selection Title \_\_\_\_\_

## Setting Chart

Setting can play an important role in a story. In the chart below, fill in the place, time, weather, and customs of the setting in the selection you just read. Then, describe the effect of the setting on the characters and on the mood or tone of the story.

<b>Place:</b>	<b>Time:</b>
<b>Weather:</b>	<b>Customs:</b>

**Effect the Setting Has on the Character(s):**

**Effect the Setting Has on the Mood or Tone:**

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Name \_\_\_\_\_

Date \_\_\_\_\_

Selection Title \_\_\_\_\_

## Character Traits Chart

Characters show what they are like through what they say and what they do. Think about two characters from the selection you just read. In the chart below, jot down words and actions that reveal something about them. Then, indicate what character traits these words and actions reveal.

Character	1.	2.
Words		
Actions		
Character Traits		

Selection Title \_\_\_\_\_

## Motivation-Conflict Chart

In a story, the main character, or protagonist, has certain desires, or motivations. In trying to achieve those desires, the protagonist may face powerful conflicts. The conflicts may be internal or external, or both. Think of the story you just read. In the chart below, fill in the protagonist's motivations, internal and external conflicts, and how the conflicts are resolved.

<b>Protagonist:</b>	
<b>Desire or Motivation:</b>	
<b>Internal conflict:</b>	<b>External conflict:</b>
<b>Resolution:</b>	<b>Resolution:</b>

Name \_\_\_\_\_

Date \_\_\_\_\_

Selection Title \_\_\_\_\_

## Narrator Chart

The point of view of the narrator determines what you learn as you read a story. A third-person-omniscient narrator knows and tells all. The third-person-limited or first-person narrator tells only what one character knows. If the narrator is biased or unreliable, you may not be able to believe what you read. In the chart below, fill in the point of view of the narrator who tells the story you have just read. Then tell what you have learned from the narrator. (You may not learn anything about an omniscient narrator.) Finally, decide if what you learned is reliable.

Point of View:



What I Learned About

The Narrator:

Other Characters:

Events:

Is the information reliable? \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

Selection Title \_\_\_\_\_

## Theme Map

Theme is a story's central idea, or insight, about life. A good way to find the theme of a story is to look at how the main character changes during the course of the story and how the main conflict is resolved. The title can also sometimes give you a hint. Fill in the theme map below with details from the selection you just read.

**Topic:**

**How the main character changes:**

**Conflict, and how it is resolved:**

**What the title suggests:**

**Theme:**

Name \_\_\_\_\_ Date \_\_\_\_\_

Selection Title \_\_\_\_\_

## Theme and Genre Chart

Writings that explore the same topic often develop similar themes. Use the chart below to describe how a single subject is developed in different genres. At the bottom of the chart, write in a universal theme you recognize from all the selections you are describing.

<b>Title</b>			
<b>Genre</b>			
<b>Author's purpose</b>			
<b>Theme or main idea</b>			
<b>How writer uses characteristics of genre to develop theme or main idea</b>			

Universal theme: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

Selection Title \_\_\_\_\_

## Situational Irony Chart

Situational irony occurs when what happens is opposite from what you expected to happen. Think about the story you just read. Then, write what you expected would happen. Finally, tell what actually happened. (The number of events will vary based on the selection.)

What You Expected to Happen	What Actually Happened
1.	
2.	
3.	

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Name \_\_\_\_\_

Date \_\_\_\_\_

Selection Title \_\_\_\_\_

## Ambiguity Chart

Writers often use ambiguity when they want to suggest more than one possible meaning. They may leave the meaning of a situation, the motivation of a character, or the outcome of a story unclear. In the chart below, list any aspect of the selection you just read that you think is open to more than one interpretation. Then, describe two interpretations and why you think they are possible. (The number of possible ambiguities will vary with each selection.)

Ambiguity	Interpretation 1	Interpretation 2
1.		
2.		
3.		

Name \_\_\_\_\_

Date \_\_\_\_\_

Selection Title \_\_\_\_\_

## Symbol Chart

A symbol is an object, person, or event that stands for something more than itself. Think about a symbol in the story you just read. Write the symbol at the center of the chart below. In the surrounding lines, describe the different possible meanings of the symbol. (The number of meanings will vary with the selection.)

The diagram is a Symbol Chart. It features a central circle with the word "Symbol" inside. Four lines extend from the circle to four trapezoidal sections arranged around it. Each trapezoidal section contains five horizontal lines for writing.

Name \_\_\_\_\_

Date \_\_\_\_\_

Selection Title \_\_\_\_\_

## Allegory Chart

An allegory is a story in which events, objects, or characters have a hidden or symbolic meaning—that is, they mean both what they seem to and something else. Allegories are often written to teach a lesson. In the top box of the chart below, fill in the literal meaning of the selection you just read. In the next box, describe its symbolic meaning. In the bottom box, tell the lesson of the story.

**Literal Meaning:**

**Symbolic Meaning:**

**Lesson:**

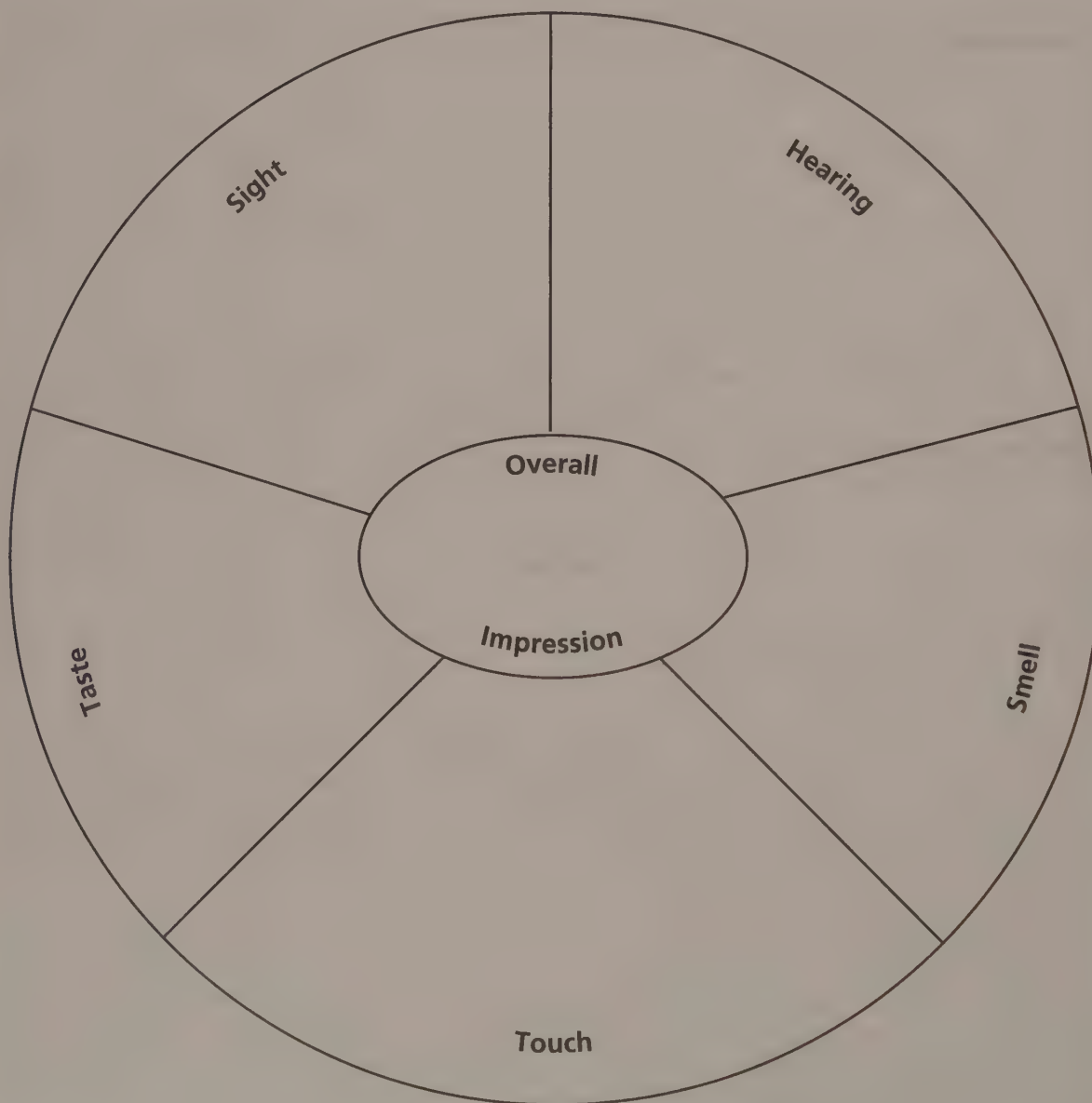
Name \_\_\_\_\_

Date \_\_\_\_\_

Selection Title \_\_\_\_\_

## Imagery Wheel

An image is a word or phrase that appeals to one or more of the five senses. Fill in the wheel below with examples of vivid images. (A selection may not have images that appeal to all of the senses.) Then, indicate the overall impression these images create.



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Selection Title \_\_\_\_\_

## Figures of Speech Chart

A figure of speech is based on a comparison that is not literally true. Fill out the chart below to analyze the figures of speech in the poem you just read. In the first column, identify the type of figure of speech as a simile, metaphor, or personification. In the next column, list the two things being compared. Finally, describe the meaning of the comparison. (Types and numbers of figures of speech will vary by selection.)

Figure of Speech	Things Compared	Meaning
1.		
2.		
3.		
4.		

Selection Title \_\_\_\_\_

## Sounds of Poetry Chart

The sound of poems comes from rhythm, rhyme, and repetition. In the chart below, describe how these elements are (or are not) used in the poem you have just read. Is there a regular meter? If so, what is it? Or is it a free verse poem? If it rhymes, what is the rhyme scheme? Are there end or internal rhymes? Are the rhymes exact or approximate? If the poem has alliteration, assonance, or onomatopoeia, list some examples. What other kinds of repetition are in the poem? Does it have a refrain?

<b>Rhythm</b>	<b>Rhyme</b>
<b>Alliteration, Assonance, Onomatopoeia</b>	<b>Repetition and Refrain</b>

Name \_\_\_\_\_ Date \_\_\_\_\_

Selection Title \_\_\_\_\_

## Style Chart

Style is the distinctive way a writer uses language. It is created through diction (word choice), sentence length and pattern, and the images and figurative language the author uses. These elements also shape the story's mood. The chart below lists some elements of style. Give examples of each from the selection you have just read. Then, describe their effects on the selection. Finally, describe the mood of the selection.

Element of Style	Example	Effect
Diction		
Figures of Speech		
Images		
Sentence Structure		

Mood: \_\_\_\_\_  
 \_\_\_\_\_

## Historical/Biographical Analysis Chart

When you take a historical approach to literature, you use your knowledge of the historical context to analyze the selection. When you take a biographical approach, you use your knowledge of the writer's life experiences to shape your understanding. Fill out the historical/biographical analysis chart for the selection you just read.

**Historical period:**

**Author's background:**

**How the historical period affects the work:**

**How the author's background affects the work:**

Name \_\_\_\_\_

Date \_\_\_\_\_

Selection Title \_\_\_\_\_

## Epic Hero Map

An epic is a narrative told in elevated language, which relates the great deeds of a hero who embodies the values of a society. In the map below, write the name of the epic hero. Then, write examples of the hero's deeds. Finally, explain what values the deeds reveal.

**Hero:**

**Deeds:**

**Values:**

## Cause-and-Effect Chart

A cause makes something happen. An effect is the result of a cause. Fill out the cause-and-effect chart for the selection you just read. (Numbers of causes and effects will vary by selection.)

**Cause****Effect****Cause****Effect****Cause****Effect****Cause****Effect****Cause****Effect**

Name \_\_\_\_\_ Date \_\_\_\_\_

Selection Title \_\_\_\_\_

## Dramatic Elements Chart

A drama is a work of literature meant to be performed for an audience by actors. Some elements of a drama are listed in the chart below. Fill in examples of each from the selection you just read.

Dramatic Elements	Examples
Protagonist(s)	
Antagonist(s)	
Dialogue	
Monologue	
Soliloquy	
Aside	
Scene Design	

Selection Title \_\_\_\_\_

## Elements of Humor Chart

A comedy is a story that ends happily. Most comedies are very funny. The chart below lists some elements of humor. Fill in examples of the elements that are found in the selection you just read. (The number of elements represented will vary by selection.)

Elements of Humor	Examples
Surprise	
Exaggeration	
Understatement	
Incorrect Words	
Repetition	
Alliteration	
Pun	

Name \_\_\_\_\_ Date \_\_\_\_\_

Selection Title \_\_\_\_\_

## 5W-How? Chart

Good research starts with good questions. Start with the 5W-How? questions: *Who? What? When? Where? Why?* and *How?* Think about the topic you just read about. Then, use the chart below to frame questions about this topic.

### Research Guide

<b>Who?</b>	
<b>What?</b>	
<b>When?</b>	
<b>Where?</b>	
<b>Why?</b>	
<b>How?</b>	

## Synthesis Chart

When you synthesize, you put separate ideas together to form a whole. Fill in the following chart with details from the selections you just read. Review those details, and come up with a statement that ties the selections together.

<b>Selection Title:</b>	<b>Selection Title:</b>
<b>Topic:</b>	<b>Topic:</b>
<b>Main Idea:</b>	<b>Main Idea:</b>
<b>Supporting Details:</b>	<b>Supporting Details:</b>

<b>Synthesis:</b>
-------------------

Name \_\_\_\_\_

Date \_\_\_\_\_

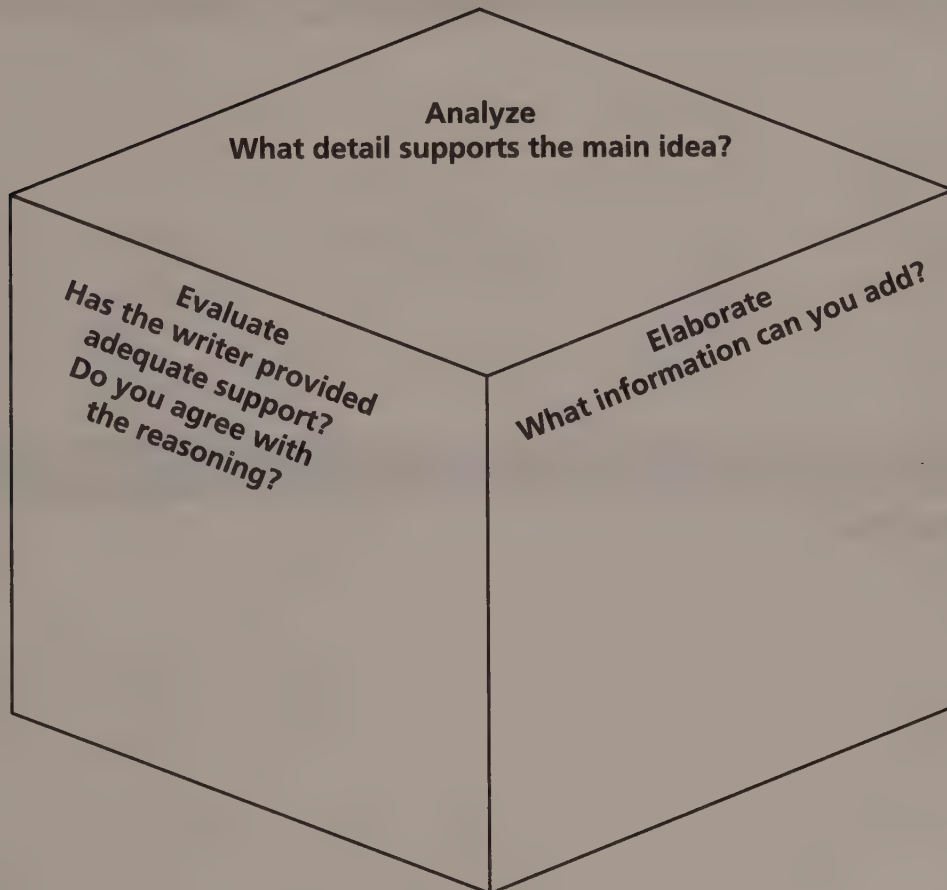
Selection Title \_\_\_\_\_

## Analysis, Evaluation, and Elaboration Cube

When you analyze something, you break it apart to examine, or study, it. When you evaluate something, you make a judgment about it to determine its worth. When you elaborate, you add more details. Use the cube below to analyze, evaluate, and elaborate on the selection you just read.

Topic: \_\_\_\_\_

Main Idea: \_\_\_\_\_



Name \_\_\_\_\_ Date \_\_\_\_\_

Selection Title \_\_\_\_\_

## Argument Evaluation Chart

When you evaluate an author's argument, you judge it. Use the chart below to evaluate the argument you just read.

<b>Claim, or opinion</b>	
<b>Logical Appeals</b>	
<b>Facts</b>	
<b>Statistics</b>	
<b>Emotional Appeals</b>	
<b>Loaded Words</b>	
<b>Anecdotes</b>	
<b>Tone</b>	

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# Section Three

## Selection Tests

# Section 11

11.1.1

11.1.2

11.1.3

11.1.4

11.1.5

## SELECTION TEST

Student Edition page 4

# My Horse

Devon A. Mihesuah

**Comprehension** (50 points; 10 points each)

On the line provided, write the letter of the *best* answer to each of the following items.

- \_\_\_\_\_ 1. The narrator has trouble catching his first horse. This is an example of —
- A external conflict
  - B internal conflict
  - C metaphor
  - D theme
- \_\_\_\_\_ 2. What is the setting for most of the story?
- F The streets of New York City
  - G The mountains of Mexico
  - H The plains of Oklahoma
  - J The suburbs of Los Angeles
- \_\_\_\_\_ 3. The narrator thinks of Skeeter as —
- A an ignorant animal
  - B his primary means of transportation
  - C the spirit of his father
  - D a measure of his life
- \_\_\_\_\_ 4. The narrator says that he strung up a wire to keep out poachers but that the poachers come on to his land to hunt his animals anyway. This is an example of —
- F foreshadowing
  - G dialogue
  - H conflict
  - J analogy

- \_\_\_\_\_ 5. At the end of the story, the narrator implies that he will —
- A move his family back to California
  - B never allow his children to ride horses
  - C visit Skeeter's grave at least once a year
  - D care for some of Skeeter's offspring

**Vocabulary Development** (50 points; 10 points each)

Match the definition on the left with the Vocabulary word on the right. On the line provided, write the letter of the Vocabulary word.

- |                        |                  |
|------------------------|------------------|
| _____ 6. mistrustful   | a. adjoining     |
| _____ 7. wild horses   | b. suspicious    |
| _____ 8. falling apart | c. mustangs      |
| _____ 9. section       | d. parcel        |
| _____ 10. touching     | e. deteriorating |

## SELECTION TEST

Student Edition page 14

# Music Lady

Vickie Sears

**Comprehension** (40 points; 10 points each)

On the line provided, write the letter of the *best* answer to each of the following items.

- \_\_\_\_\_ 1. By writing that she ran “all the way to 15th and 65th streets” the narrator establishes that the story takes place —
- A in a rural setting
  - B in an urban setting
  - C in Chicago
  - D in New York City
- \_\_\_\_\_ 2. In describing the sound of the rainstorms she liked to write to, the narrator creates —
- F a mood
  - G a prediction
  - H an internal conflict
  - J irony
- \_\_\_\_\_ 3. How does the narrator feel when the record store owner asks if she wants to listen to music in a booth?
- A Bitter
  - B Frightened
  - C Insulted
  - D Elated
- \_\_\_\_\_ 4. When the narrator writes “I went toward the woman, noting the gray day through the window framing her pale hazel hair,” she is helping the reader —
- F visualize the setting
  - G understand the plot
  - H travel forward in time
  - J predict future events

**Vocabulary Development** (60 points; 10 points each)

On the line provided, write the Vocabulary word that *best* completes each sentence.

gravitate      ponderous      affirmative      wrested      tolerant      sprightly

5. Even though she is much older, the record store owner is still \_\_\_\_\_.
6. The narrator begins to \_\_\_\_\_ toward jazz because it inspires her to write poetry.
7. The record store owner is more than \_\_\_\_\_ with the young narrator, encouraging her to continue writing and inviting her to visit whenever she pleases.
8. When the woman asks if she would like to listen in a booth, the narrator replies with an \_\_\_\_\_ gesture.
9. The narrator pokes fun at Bach, saying that he looks funny with his \_\_\_\_\_ wig.
10. The narrator \_\_\_\_\_ her notebook from her pocket to write a poem.

**SELECTION TEST***Student Edition page 24*

# Trees

Jennifer Tseng

## Comprehension (100 points; 20 points each)

On the line provided, write the letter of the *best* answer to each of the following items.

- \_\_\_\_\_ 1. The “he” in the first line of “Trees” refers to the speaker’s —  
A father  
B grandfather  
C uncle  
D brother
- \_\_\_\_\_ 2. The phrase “each [pear] dripping juice, almost tears” is an example of a —  
F simile  
G prediction  
H metaphor  
J flashback
- \_\_\_\_\_ 3. When the author writes “Mother is a bird flying,” she most likely means that her mother is —  
A fast  
B crazy  
C graceful  
D dead
- \_\_\_\_\_ 4. Nourishing the young pear is a metaphor for —  
F fighting a war  
G raising children  
H learning a language  
J cooking a meal

\_\_\_\_\_ 5. Which of the following is a theme of “Trees”?

- A Do not be generous to your mother.
- B Patience is rewarded.
- C Pears take too long to ripen.
- D Growing fruit is a profitable business.

## SELECTION TEST

Student Edition page 32

# My Delicate Heart Condition

Toni Cade Bambara

**Comprehension** (60 points; 10 points each)

On the line provided, write the letter of the *best* answer to each of the following items.

- \_\_\_\_\_ 1. "My Delicate Heart Condition" is told from —  
A the third-person point of view  
B the first-person point of view  
C the omniscient point of view  
D a boy's perspective
- \_\_\_\_\_ 2. Who is the protagonist of the story?  
F Joanne  
G George  
H Willie  
J Harriet
- \_\_\_\_\_ 3. How does Harriet behave while she watches the Fly family perform?  
A She hides under her seat because she is scared.  
B She talks nervously to other spectators.  
C She remains cool and unemotional.  
D She is so bored that she falls asleep.
- \_\_\_\_\_ 4. Harriet takes Willie under her wing because —  
F she wants to train him to be fearless, like herself  
G she is attracted to him  
H she feels that he needs her protection  
J she wants to impress her counselors

- \_\_\_\_\_ 5. At the end of the story, Harriet doesn't want to go to the circus because —
- A her mother is forcing her to go
  - B she wants to be more ladylike
  - C circuses have become too expensive
  - D she fears for her “underprivileged” heart
- \_\_\_\_\_ 6. Which conclusion is the reader likely to draw at the end of “My Delicate Heart Condition”?
- F Harriet will continue scaring other children.
  - G Harriet will realize that she doesn't have a heart condition.
  - H The Fly family will want Harriet to join their act.
  - J Harriet and George will start to date again.

**Vocabulary Development** (40 points; 10 points each)

Match the definition on the left with the Vocabulary word on the right. On the line provided, write the letter of the Vocabulary word.

- |                          |                |
|--------------------------|----------------|
| _____ 7. hung from above | a. withstand   |
| _____ 8. resist          | b. vacant      |
| _____ 9. size            | c. suspended   |
| _____ 10. empty          | d. proportions |

**SELECTION TEST**

Student Edition page 46

# The One Who Watches

**Judith Ortiz Cofer****Comprehension** (60 points; 10 points each)

On the line provided, write the letter of the *best* answer to each of the following items.

- \_\_\_\_\_ 1. The dialogue in this story —
- A consists only of Doris's conversations with herself
  - B never comes from a main character
  - C is all in Spanish
  - D includes both Spanish and English words
- \_\_\_\_\_ 2. Yolanda seems to make Doris feel —
- F intimidated
  - G smart
  - H joyful
  - J peaceful
- \_\_\_\_\_ 3. Doris's mother feels that Yolanda is a —
- A sensitive and caring person
  - B bad influence on Doris
  - C good influence on Doris
  - D follower, not a leader
- \_\_\_\_\_ 4. The last time Doris sees Yolanda, she ends up feeling sick because she —
- F ate too many butterscotch candies
  - G is out of shape and has trouble running away from the police
  - H is uncomfortable with wrongdoing
  - J hates going to the music club with her parents

- \_\_\_\_\_ 5. Which of the following is a problem for Doris?
- A Boys
  - B Grades
  - C Obesity
  - D Loneliness
- \_\_\_\_\_ 6. What inference can you make about the future of Yolanda and Doris's relationship?
- F They will no longer be friends.
  - G They will spend even more time together now.
  - H Yolanda will apologize to Doris for getting her into trouble.
  - J Doris will continue to get into trouble with Yolanda.

**Vocabulary Development** (40 points; 10 points each)

On the line provided, write the Vocabulary word that *best* completes each sentence.

monstrous      offended      sautéing      sentimental

7. Doris could smell the garlic \_\_\_\_\_ for that night's dinner.
8. Yolanda is \_\_\_\_\_ by people who inform on others.
9. Doris gets \_\_\_\_\_ when her mother sings a song Doris remembers from her childhood.
10. The man in the bodysuit exclaims that Yolanda's flashy earrings are \_\_\_\_\_.

**SELECTION TEST** *Student Edition page 64*

# The Lesson

Dianne E. Dixon

**Comprehension** (40 points; 10 points each)

On the line provided, write the letter of the best answer to each of the following items.

- \_\_\_\_\_ 1. You can tell that this story is told in the first person because —
- A Dianne is the main character
  - B of the use of the pronoun “I”
  - C of the use of the pronoun “she”
  - D the story is true
- \_\_\_\_\_ 2. In what tone of voice does Mr. Perlman speak to Dianne in the beginning of the story?
- F Understanding
  - G Nervous
  - H Supportive
  - J Contemptuous
- \_\_\_\_\_ 3. How do Nat and Dianne feel toward Mr. Perlman?
- A Nat thinks Mr. Perlman is trying to help them, whereas Dianne feels the opposite.
  - B Nat hates Mr. Perlman, but Dianne feels sorry for him.
  - C They both feel that he is unfair and biased.
  - D They both admire his teaching style.
- \_\_\_\_\_ 4. At the end of the story, Dianne talks to Mr. Perlman “through clenched teeth.” What element of literature is this an example of?
- F Diction
  - G Foreshadowing
  - H Irony
  - J Humor

**Vocabulary Development** (60 points; 10 points each)

On the line provided, write the Vocabulary word that is *closest* in meaning to the word or phrase in italics.

transported      audacity      predominantly      agitated      pathetic      atrocious

5. Mr. Perlman told Nat that his grammar was *pitiful*. \_\_\_\_\_
6. Dianne became increasingly *upset* after Mr. Perlman accused her of cheating.  
\_\_\_\_\_
7. When Dianne was writing her story, she was *carried off* to the story's place and time.  
\_\_\_\_\_
8. Mr. Perlman told Nat that his first story was *terrible* because it contained all sorts of spelling and grammatical errors. \_\_\_\_\_
9. Mr. Perlman was angered by what he saw as Dianne's *insolence*. \_\_\_\_\_
10. When Dianne entered middle school, she went to a school that was *mainly* white.  
\_\_\_\_\_

**SELECTION TEST** Student Edition page 81

# Mr. Shaabi

Pnina Kass

## Comprehension (100 points; 20 points each)

On the line provided, write the letter of the *best* answer to each of the following items.

- \_\_\_\_\_ 1. Mr. Shaabi dresses properly (with a jacket and tie) —
- A for comfort
  - B to stay warm
  - C to show respect
  - D because it is required
- \_\_\_\_\_ 2. What detail from the story reveals that Mr. Shaabi is also frightened by the air raid siren and the bombings?
- F He runs as fast as he can to the synagogue.
  - G His tie flies out to the side like a black flag.
  - H He has to push open a thick wooden door.
  - J The willow branch in his hand trembles.
- \_\_\_\_\_ 3. Mr. Shaabi doesn't move to Canada with his wife and two daughters because —
- A he refuses to leave the land where his family has lived for generations
  - B he prefers to live in Iraq, where it is warm, rather than in Canada, where it is cold
  - C the Canadian government will not issue him a visa
  - D as the leader of his synagogue, he is needed by his congregation
- \_\_\_\_\_ 4. How does Mahdi feel toward Mr. Shaabi at the beginning of the story?
- F Curious
  - G Frustrated
  - H Generous
  - J Annoyed

- \_\_\_\_\_ 5. How does Mahdi act toward Mr. Shaabi at the end of the story?
- A Angry
  - B Disrespectful
  - C Fearless
  - D Thankful

## SELECTION TEST

Student Edition page 92

 *from* Hunger of Memory

Richard Rodriguez

**Comprehension** (40 points; 10 points each)On the line provided, write the letter of the *best* answer to each of the following items.

- \_\_\_\_\_ 1. An external conflict for the author is —  
A maintaining trust in his parents  
B being insulted by new neighbors  
C disliking the sound of English  
D being ashamed of his father's English
- \_\_\_\_\_ 2. What does the title *Hunger of Memory* suggest?  
F The author craves food from his childhood.  
G The author can't remember his childhood.  
H The author searches for meaning in his recollections.  
J The author wishes he could forget his childhood.
- \_\_\_\_\_ 3. Why is sound important to the development of a theme of the excerpt?  
A The author's memories are revealed through his descriptions of sound.  
B The sound of English made the author feel at home in California.  
C The pronunciation of Spanish words grated on the author's nerves.  
D The author's yearning for silence inspired him to be a writer.
- \_\_\_\_\_ 4. The author remembers an episode at a gas station as "a blaring white memory."  
This description implies that the author —  
F was impressed by the loud music there  
G remembers every detail with fondness  
H appreciates the value of hard work  
J still recalls the episode as upsetting

**Vocabulary Development** (60 points; 10 points each)

On the line provided, write the Vocabulary word that *best* completes each sentence.

intimidated    conveyed    inevitably    repetition    feigned    exuberance

5. Some students express a \_\_\_\_\_ interest in a subject they don't like.
6. Richard's parents were not \_\_\_\_\_ by their neighbor's rude comments.
7. The sound of Spanish \_\_\_\_\_ warm memories of home.
8. Bursting with \_\_\_\_\_, he ran home, eager to hear the sounds of family life.
9. The \_\_\_\_\_ provided by daily contact with English speakers reinforced his education.
10. \_\_\_\_\_ Richard learned to speak English fluently.

## SELECTION TEST

Student Edition page 102

All-American Girl

Julia Alvarez

**Comprehension** (100 points; 20 points each)

On the line provided, write the letter of the *best* answer to each of the following items.

- \_\_\_\_\_ 1. The speaker's use of both Spanish and English words helps convey a theme of the poem by —
- A teaching English readers Spanish words
  - B contrasting her feelings about the two languages
  - C revealing her dislike of speaking English
  - D implying that everyone should be bilingual
- \_\_\_\_\_ 2. The speaker wants to match her feelings and her new language so that she can —
- F share her Hispanic heritage with her new friends
  - G hide her disappointment over living in the United States
  - H express herself as easily in English as she can in Spanish
  - J avoid letting anyone know how she truly feels
- \_\_\_\_\_ 3. By repeating forms of the words *face* and *feel* throughout the poem, the poet —
- A uses alliteration to connect her thoughts
  - B emphasizes how important their meanings are to the poem
  - C extends the speaker's conflict from the beginning to the end
  - D all of the above
- \_\_\_\_\_ 4. Which of the following phrases most clearly suggests the speaker's Hispanic background?
- F "The southern continent"
  - G "Its Saxon sound"
  - H "A borrowed tongue"
  - J "The cooler mask"

\_\_\_\_\_ 5. The author's use of first-person narration in the poem suggests a theme of the poem by —

- A describing other people's opinions of the speaker
- B explaining the roots of U.S. popular culture
- C telling everything there is to know about the speaker and her situation
- D revealing only the speaker's feelings and thoughts about her situation

## SELECTION TEST

Student Edition page 106

# Kipling and I

Jesús Colón

**Comprehension** (50 points; 10 points each)

On the line provided, write the letter of the *best* answer to each of the following items.

- \_\_\_\_\_ 1. Which element of literature is *not* shared by the essay “Kipling and I” and the poem “All-American Girl”?
- A First-person narration
  - B Simile
  - C Metaphor
  - D Rhythm
- \_\_\_\_\_ 2. You can infer from the actions of the author at age seventeen that he —
- F doesn’t like literature
  - G has a strong work ethic
  - H wants to be a writer
  - J gives up easily
- \_\_\_\_\_ 3. Which sentence *best* expresses a universal theme conveyed by both the essay “Kipling and I” and the excerpt from *Hunger for Memory*?
- A Hard work is always rewarded.
  - B In the end, you alone are responsible for yourself.
  - C One’s family is the basis for strength.
  - D Childhood memories influence us all our lives.
- \_\_\_\_\_ 4. What kind of conflict does the phrase “the frigid knives of the unrelenting snow” suggest?
- F External conflict with nature
  - G Internal conflict between the need to work and the desire to write
  - H External conflict with a boss
  - J Internal conflict between good and evil

- \_\_\_\_\_ 5. The essay “Kipling and I” and the excerpt from *Hunger for Memory* are similar in that —
- A both have a surprise ending
  - B they take place at the same time
  - C both reflect on the author’s past
  - D both have only one character

**Vocabulary Development** (50 points; 10 points each)

On the line provided, write the letter of the *best* definition for each underlined Vocabulary word.

- \_\_\_\_\_ 6. The writer’s intimate room provided a refuge from the harsh world.
- A private
  - B well-worn
  - C dark
  - D hot
- \_\_\_\_\_ 7. The poem inspired profound thoughts.
- A obvious
  - B tragic
  - C deep
  - D depressing
- \_\_\_\_\_ 8. He appreciated the sonorous tone of the poem.
- A inspirational
  - B rich sounding
  - C serious
  - D significant
- \_\_\_\_\_ 9. His pay was a paltry sum.
- A sufficient
  - B frightening
  - C elaborate
  - D measly

\_\_\_\_\_ 10. The author relished repeating the poem everywhere he went.

A practiced

B resisted

C enjoyed

D detested

**SELECTION TEST** Student Edition page 178

# The New Girl

Nicole Keeter

**Comprehension** (50 points; 10 points each)

On the line provided, write the letter of the *best* answer to each of the following items.

- \_\_\_\_\_ 1. Which of the following words *best* describes the author's relationship with the new girl, Chris?
- A Friendly
  - B Complicated
  - C Close
  - D Scary
- \_\_\_\_\_ 2. Before Chris's arrival the author —
- F was friends with the other black students
  - G longed for friends like herself
  - H had unspoken rules to follow with her friends
  - J had been called hateful names
- \_\_\_\_\_ 3. The boys' insulting comment about Chris is ironic because —
- A their behavior is so different from Brandon's on the ball field
  - B it reveals something the narrator suspected privately
  - C the author also likes Brandon
  - D Chris's family is planning to move anyway
- \_\_\_\_\_ 4. When the narrator sees Chris's card for Brandon, she realizes —
- F that Brandon likes Chris more than he likes the author
  - G why the boys called Chris an insulting name
  - H that she feels sorry for Chris
  - J that she has always wanted to give him a card too

- \_\_\_\_\_ 5. The essay's ending is ambiguous because —
- A no one ever apologizes to Chris for calling her names
  - B the author moves to New York City
  - C Chris was so upset that she asked her family to move away
  - D the author doesn't know what happened to Chris

**Vocabulary Development** (50 points; 10 points each)

Match the definition on the left with the Vocabulary word on the right. On the line provided, write the letter of the Vocabulary word.

- |                   |                |
|-------------------|----------------|
| _____ 6. judging  | a. interactive |
| _____ 7. area     | b. acutely     |
| _____ 8. unclear  | c. vicinity    |
| _____ 9. sharply  | d. appraising  |
| _____ 10. two-way | e. vague       |

## SELECTION TEST

Student Edition page 126

# Three Wise Guys

Sandra Cisneros

**Comprehension** (50 points; 10 points each)

On the line provided, write the letter of the *best* answer to each of the following items.

- \_\_\_\_\_ 1. Which of the following words *best* describes the tone of “Three Wise Guys”?
- A Harsh
  - B Humorous
  - C Depressing
  - D Suspenseful
- \_\_\_\_\_ 2. Which of the following is the *best* reason the author might have had for using the title she did?
- F Three men from the same family bring the box.
  - G The title is short and easy to read.
  - H The title is a witty twist on *the Three Wise Men*.
  - J The principal thinks the books won’t be read.
- \_\_\_\_\_ 3. Which of the following uses of the books does *not* create situational irony?
- A Reading them
  - B Making a bookshelf from them
  - C Using one as a rain hat
  - D Raising the seat of a chair with them
- \_\_\_\_\_ 4. The surprise at the end of the story is that the —
- F boy is unable to sleep well
  - G father takes the books away
  - H girl has secretly been reading the books
  - J boy discovers he likes reading the books

- \_\_\_\_\_ 5. At the end of the story, the boy stays up all night reading. Which of the following is the *most* reasonable prediction based on the ending?
- A The family will no longer be poor.
  - B The father will punish the boy for reading instead of doing chores.
  - C The boy will love learning and will do well in school.
  - D As an adult, Ruben will leave Texas and travel the world.

**Vocabulary Development** (50 points; 10 points each)

On the line provided, write the Vocabulary word that *best* completes each sentence.

obstructed    portable    prophecy    embossed    improvised

- 6. The principal's truck \_\_\_\_\_ the driveway.
- 7. The Christmas present was so heavy that it was barely \_\_\_\_\_.
- 8. Caught in the rain shower, the father \_\_\_\_\_ a hat from one of the books.
- 9. The \_\_\_\_\_ lettering on the books did not impress the family.
- 10. Everyone had a \_\_\_\_\_ to offer about the contents of the box.

## SELECTION TEST

Student Edition page 138

# Hurdles

Derek Kirk Kim

**Comprehension** (100 points; 20 points each)

On the line provided, write the letter of the *best* answer to each of the following items.

- \_\_\_\_\_ 1. This story includes —
- A only text
  - B only pictures
  - C first-person narration
  - D third-person narration
- \_\_\_\_\_ 2. The artwork in this story helps create its —
- F irony
  - G setting
  - H prose
  - J diction
- \_\_\_\_\_ 3. When Pear-Nose says, “Because the Chinese are smart,” he is actually —
- A insulting the narrator
  - B complimenting Chinese people
  - C praising Korean people
  - D praising the Chinese educational system
- \_\_\_\_\_ 4. Even though it consists of the same words, the last line of the story differs in meaning from the first line because it expresses —
- F diction
  - G a cause
  - H an effect
  - J irony

\_\_\_\_\_ 5. What hurdle is the author talking about in the last sentence?

- A A track hurdle
- B Racism
- C Health
- D Running

## SELECTION TEST

Student Edition page 146

# Prologue *from* Walking with the Wind

John Lewis

**Comprehension** (60 points; 10 points each)

On the line provided, write the letter of the *best* answer to each of the following items.

- \_\_\_\_\_ 1. This story is —  
A autobiographical  
B fictional  
C comical  
D biographical
- \_\_\_\_\_ 2. The land on which the author grew up was special because —  
F it had a well in the front yard  
G it used to be owned by Native Americans  
H cotton grew well on it  
J his family owned it
- \_\_\_\_\_ 3. John and his family keep the house from rising and blowing away by —  
A hammering large nails into the wooden floor to bolt it to the ground  
B placing large, heavy sacks of flour in the corners that have begun to rise  
C holding hands and using their body weight to keep the house on the ground  
D tying ropes from the corners of the house to big trees in the yard
- \_\_\_\_\_ 4. What is Aunt Seneva's house a symbol of?  
F Slavery  
G The United States  
H The earth  
J White people

- \_\_\_\_\_ 5. According to the author, how did people involved in the civil rights movement in the United States achieve their goals during the violent times of 1960s?
- A They broke up into groups, each with its own purpose.
  - B They responded with violence.
  - C They used large sums of money to influence lawmakers.
  - D They worked together and tackled one problem at a time.
- \_\_\_\_\_ 6. The author believes that the proper response to confrontation and division is —
- F violence and hatred
  - G nonviolence and love
  - H isolation and self-defense
  - J inaction and indifference

**Vocabulary Development** (40 points; 10 points each)

On the line provided, write the Vocabulary word that *best* completes each sentence.

monumental    dignity    essence    beacon

7. Martin Luther King, Jr. was a \_\_\_\_\_ for those seeking to end oppression through peaceful means.
8. Civil rights activists responded with determination and \_\_\_\_\_.
9. The struggle for racial equality in the 1960s involved \_\_\_\_\_ effort from millions of people.
10. Nonviolence was the \_\_\_\_\_ of Martin Luther King, Jr.'s form of protest.

**SELECTION TEST***Student Edition page 156*

# March

**Clay Goss****Comprehension** (60 points; 10 points each)

On the line provided, write the letter of the *best* answer to each of the following items.

- \_\_\_\_\_ 1. Every year, when March comes around, the narrator —
- A wants to sail his boat
  - B feels lost and forgetful
  - C wants to spend time alone
  - D remembers his dog, Amigo
- \_\_\_\_\_ 2. Which of the following *best* answers the question “Why can’t the narrator fly his kite at first?”
- F The narrator never remembers to replace the old kite strings.
  - G The narrator is so confused in March that he forgets how to fly the kite.
  - H The kite is a children’s toy and therefore can be flown only by children.
  - J None of the above; it is impossible to name just one reason.
- \_\_\_\_\_ 3. The narrator’s son shouts “Amigo,” the dog’s name, while he flies the kite because —
- A he feels connected to the universe and to the spirit of Amigo
  - B Amigo has run away, and he is shouting for him to come back
  - C he thinks that the kite looks like Amigo
  - D he named the kite after Amigo and is addressing it
- \_\_\_\_\_ 4. When the narrator flew the kite, he felt —
- F disappointed
  - G childish
  - H connected
  - J frightened

- \_\_\_\_\_ 5. One message conveyed by the allegorical elements in this story is the —  
A difficulty of kite flying  
B importance of pets  
C nature of memory  
D significance of faith
- \_\_\_\_\_ 6. The wind is a symbol of —  
F the presidential election  
G the chaos of modern life  
H people's connection their spiritual side  
J the passage of time

**Vocabulary Development** (40 points; 10 points each)

Match the definition on the left with the Vocabulary word on the right. On the line provided, write the letter of the Vocabulary word.

- |   |                   |
|---|-------------------|
| _____ 7. sudden                         | a. incantation    |
| _____ 8. restraining leash              | b. abrupt         |
| _____ 9. breaking into parts            | c. tether         |
| _____ 10. words recited to cast a spell | d. deconstructing |

**SELECTION TEST** Student Edition page 166

# Slam, Dunk, & Hook

Yusef Komunyakaa

## Comprehension (100 points; 20 points each)

On the line provided, write the letter of the *best* answer to each of the following items.

- \_\_\_\_\_ 1. Which of the following phrases is an example of a simile?
- A “Muscles were a bright motor”
  - B “We were metaphysical”
  - C “Like storybook sea monsters”
  - D “A lyric slipknot / Of joy”
- \_\_\_\_\_ 2. The simile “Swish of strings like silk” suggests that the basketball net —
- F looks like a silk jersey
  - G creates a sound like that of a violin
  - H is as strong as silk threads
  - J creates a smooth, brushing sound
- \_\_\_\_\_ 3. Which of the senses does the phrase “slapping a blackjack / Against an open palm” appeal to most strongly?
- A Sight
  - B Hearing
  - C Touch
  - D All of the above
- \_\_\_\_\_ 4. The metaphor “bad angels” is most closely echoed later in the poem by the phrase —
- F “Beautiful & dangerous”
  - G “Glistening with sweat”
  - H “Fast breaks”
  - J “hope & good / Intention”

\_\_\_\_\_ 5. To the poet, playing basketball is —

- A an uplifting experience
- B a good way to pass the time
- C the most relaxing sport
- D only for very young kids

## SELECTION TEST

Student Edition page 171

# Dream Deferred

**Langston Hughes****Comprehension** (100 points; 20 points each)

On the line provided, write the letter of the *best* answer to each of the following items.

- \_\_\_\_\_ 1. “A dream deferred” is a dream that —  
A someone else takes credit for  
B immediately becomes a reality  
C has been put on hold  
D is of a different time and place
- \_\_\_\_\_ 2. The figure of speech in the phrase “sags / Like a heavy load” is a(n) —  
F example of personification  
G metaphor  
H simile  
J idiom
- \_\_\_\_\_ 3. The simile “fester like a sore” suggests that the dream has —  
A changed into a different dream  
B become a source of pain  
C been forgotten  
D come to life
- \_\_\_\_\_ 4. The last line of the poem, “*Or does it explode?*,” compares a dream deferred to —  
F hope that has faded away  
G a balloon  
H a building  
J a bomb

- \_\_\_\_\_ 5. The poet's comparison of a dream deferred to a dried-up raisin, a festering sore, and rotten meat implies that he —
- A dislikes people who waste their time on dreams
  - B has never had a dream come true
  - C believes that denying people hope can have destructive consequences
  - D thinks people shouldn't get their hopes up

## SELECTION TEST

Student Edition page 175

# “jump mama”

Kurtis Lamkin

**Comprehension** (100 points; 20 points each)

On the line provided, write the letter of the *best* answer to each of the following items.

- \_\_\_\_\_ 1. The line “milkin a yak yak    wild hands    baggy pants” contains —  
A onomatopoeia and end rhyme  
B internal rhyme and alliteration  
C alliteration and end rhyme  
D internal rhyme and onomatopoeia
- \_\_\_\_\_ 2. The poem “jump mama” is an example of free verse because —  
F it sounds like everyday speech  
G the same rhythm is repeated throughout  
H it has a regular pattern of end rhymes  
J it lacks punctuation
- \_\_\_\_\_ 3. Which of the following lines contains the *best* example of alliteration?  
A “and what the young girls say”  
B “josie could you hold my grocery bag”  
C “she dances sassy saucy—aaaaah”  
D “they say    you can’t jump”
- \_\_\_\_\_ 4. In which of the following lines does the poet use rhythm, repetition, and alliteration?  
F “tastin and talkin and talkin and tastin”  
G “she says let me get a little bit of that”  
H “she jumps on one leg—aaaaah”  
J “kenny kana paula / be on time”

\_\_\_\_\_ 5. One clear intention of the poem is —

- A to suggest that jumping rope is not meant to be enjoyed by adults
- B to suggest that adults will never understand youth culture
- C to celebrate the sharing of a culture by people of all ages
- D to reveal the skill and artistry involved in double dutch

## SELECTION TEST

Student Edition page 182

# The Pocketbook Game

Alice Childress

**Comprehension** (60 points; 10 points each)

On the line provided, write the letter of the *best* answer to each of the following items.

\_\_\_\_\_ 1. The tone of this story is —

- A playful
- B depressing
- C serious
- D intense

\_\_\_\_\_ 2. Which of the following words *best* describes the story's style?

- F Academic
- G Instructive
- H Conversational
- J Futuristic

\_\_\_\_\_ 3. The sentence "Yes, girl!" is an example of —

- A tone
- B metaphor
- C joke
- D dialect

\_\_\_\_\_ 4. The relationship between Mildred and Marge is *best* described as that of —

- F old friends
- G employer and employee
- H mother and daughter
- J all of the above

- \_\_\_\_\_ 5. Which of the following *best* describes Mildred?
- A Anxious and proud
  - B Angry and mean
  - C Clever and self-possessed
  - D All of the above
- \_\_\_\_\_ 6. You can infer that Marge almost drops the beans in the last sentence of “The Pocketbook Game” because she —
- F is shaking with anger
  - G is laughing hard
  - H has slipped on the floor
  - J is frozen from shock

**Vocabulary Development** (40 points; 10 points each)

On the line provided, write the Vocabulary word that *best* completes each sentence.

**peculiar      roam      dashed      distrust**

7. Mildred thinks that Mrs. E is starting to \_\_\_\_\_ her when she sees Mrs. E guarding her purse.
8. Mrs. E would \_\_\_\_\_ around her apartment while Mildred worked.
9. Mildred \_\_\_\_\_ back to the apartment and grabbed her purse.
10. Mildred found Mrs. E's behavior \_\_\_\_\_.

## SELECTION TEST

Student Edition page 189

# Codes of Conduct

Adrienne Su

**Comprehension** (40 points; 10 points each)

On the line provided, write the letter of the *best* answer to each of the following items.

- \_\_\_\_\_ 1. The writer implies that during her childhood in the South, she —
- A saw herself as an Asian American girl first and foremost
  - B thought of herself as a Southern girl first and foremost
  - C took pride in and learned about her Chinese heritage
  - D was embarrassed and ashamed to be Chinese
- \_\_\_\_\_ 2. The comparison the author makes involving cats and dogs is an —
- F example of irony
  - G internal rhyme
  - H extended metaphor
  - J implied metaphor
- \_\_\_\_\_ 3. Which of the following sentences from the story is an example of the use of humor to create style?
- A “The agreement is meant to protect others from any perceived slight.”
  - B “They hold . . . writers’ conferences for cats who have a way with words.”
  - C “‘It’s Asian,’” they cried. “‘Oriental is offensive.’”
  - D “My friend’s father passed the gravy and made a joke about Yankees.”
- \_\_\_\_\_ 4. The writer uses the sentence “And instantly, my friend and I were eight years old again and digging into our plates, ravenous as puppies” to —
- F advance the plot
  - G summarize the story
  - H use onomatopoeia
  - J help the reader visualize the setting

**Vocabulary Development** (40 points; 10 points each)

Match the definition on the left with the Vocabulary word on the right. On the line provided, write the letter of the Vocabulary word.

- |                               |                 |
|-------------------------------|-----------------|
| _____ 5. ordinary             | a. innocuous    |
| _____ 6. harmless             | b. visceral     |
| _____ 7. extremely hungry     | c. filial       |
| _____ 8. instinctive          | d. melodramatic |
| _____ 9. of a son or daughter | e. mundane      |
| _____ 10. overly emotional    | f. ravenous     |

SELECTION TEST *Student Edition page 197*

# Transformation

Lydia Minatoya

## Comprehension (50 points; 10 points each)

On the line provided, write the letter of the *best* answer to each of the following items.

- \_\_\_\_\_ 1. Lydia's father wanted her name to —  
A be conventional  
B be unique and special  
C contrast with Minatoya  
D sound Japanese
- \_\_\_\_\_ 2. When the narrator says that "in those days, everyone knew all real American families were white," she is being —  
F hopeful  
G un-American  
H sarcastic  
J foolish
- \_\_\_\_\_ 3. Why does Lydia try to be a model student?  
A She wants to be like her sister.  
B She thinks that it is what all American kids do.  
C She wants the other students to like her.  
D She wants her teachers to like her.
- \_\_\_\_\_ 4. Which of the following sentences from the story conveys an ironic tone?  
F "My father knew that the effusive praise would die."  
G "But I was too young to know of this."  
H "I can grow up to be anything that I want!"  
J "The linoleum floor was smooth and cool."

- \_\_\_\_\_ 5. Which of the following words could not be used to describe the writer's overall style?
- A humorous
  - B witty
  - C ironic
  - D educational

**Vocabulary Development** (50 points; 5 points each)

On the line provided, write the Vocabulary word that *best* completes each sentence.

conspicuousness    conventional    ludicrously    precocious    ingratiate  
soporific    fastidious    tenacious    strident    enigmatically

6. Lydia's teachers saw her as \_\_\_\_\_ and appealing.
7. Lydia's father feared that his daughter's name would be a source of \_\_\_\_\_.
8. When Miss Hempstead is nervous, her voice becomes \_\_\_\_\_.
9. Miss Hempstead sings \_\_\_\_\_ songs, hoping the students will go to sleep.
10. The writer views the imprisonment of Japanese Americans during the war as \_\_\_\_\_ inappropriate.
11. Lydia's father tries to find a \_\_\_\_\_ name for her, in an attempt to help her fit in.
12. Lydia tries to \_\_\_\_\_ herself with Miss Hempstead but fails to gain the teacher's favor.
13. Lydia smiled \_\_\_\_\_, puzzling the other students.
14. Lydia is \_\_\_\_\_ in her effort to get Miss Hempstead to notice her.
15. To please her teachers, Lydia became a \_\_\_\_\_ dresser and exacting in her schoolwork.

**SELECTION TEST** Student Edition page 210

# Ellis Island

Joseph Bruchac

**Comprehension** (100 points; 20 points each)

On the line provided, write the letter of the *best* answer to each of the following items.

- \_\_\_\_\_ 1. All of the following are historical details in “Ellis Island” *except* —
- A “long days of quarantine”
  - B “old Empires of Europe”
  - C “the tall woman, green / as dreams”
  - D “Another voice speaks / of native lands”
- \_\_\_\_\_ 2. In the first stanza the statue of liberty symbolizes —
- F bloodshed
  - G opportunity
  - H the moon
  - J greed
- \_\_\_\_\_ 3. The tone in the second stanza is *best* described as —
- A grateful
  - B nervous
  - C upset
  - D indifferent
- \_\_\_\_\_ 4. What biographical detail explains Bruchac’s feelings in the second stanza?
- F His grandfather became ill.
  - G His ancestors’ land was invaded.
  - H His visit to the Statue of Liberty went badly.
  - J His family remained in Europe.

\_\_\_\_\_ 5. Which of the following is not a result of Bruchac's background?

- A The feeling of hope the Statue of Liberty gives him
- B His anger about the invasion of Native Americans' land
- C The sorrow he feels for his ancestors
- D His feelings about the moon

## SELECTION TEST Student Edition page 214

# The Habit of Movement

Judith Ortiz Cofer

**Comprehension** (100 points; 20 points each)

On the line provided, write the letter of the *best* answer to each of the following items.

- \_\_\_\_\_ 1. Which biographical detail about Cofer is the *most* relevant to the poem?
- A She grew up in New Jersey.
  - B She moved frequently.
  - C She was close with her father.
  - D She lived near the sea.
- \_\_\_\_\_ 2. When the speaker says her family “stopped collecting anything heavier / to carry than a wish,” she means that her family —
- F could not accumulate possessions
  - G could not protect themselves from the heat
  - H wished they were back home
  - J wished the father would return
- \_\_\_\_\_ 3. Which image conveys the sadness Cofer felt about having to move all the time?
- A “books borrowed / in Greek temples”
  - B “the secret ways of wood / and stone”
  - C “blank stare / of undraped windows”
  - D “like a train in motion”
- \_\_\_\_\_ 4. What did the habit of movement keep the speaker safe from?
- F Making connections with other people
  - G Getting tired
  - H Acquiring possessions
  - J Trains in motion

\_\_\_\_\_ 5. From the details of the poem you can infer that Cofer —

- A is bitter toward her family
- B feels stronger because of her experiences
- C earns a lot of money
- D wished she didn't have to move so much

**SELECTION TEST** Student Edition page 218

# The Memory Stone

Paul Yee

**Comprehension** (30 points; 10 points each)

On the line provided, write the letter of the *best* answer to each of the following items.

- \_\_\_\_\_ 1. How does the reader know that the fable starts in China?
- A The reader must use clues to make a guess.
  - B The author tells the reader the exact location.
  - C The second word of the story is “Chinese.”
  - D Jade is a material that is found only in China.
- \_\_\_\_\_ 2. Which of the following facts from the story reveals the time period in which the fable is set?
- F Willow and her mother own a guesthouse.
  - G Willow keeps her canary in a bamboo cage.
  - H Willow has to visit with immigration officials.
  - J Willow has to travel to North America by steamship.
- \_\_\_\_\_ 3. When the author writes that Ox’s lips tremble when the hog is sent to be butchered, he is using —
- A indirect characterization
  - B humor
  - C personification
  - D a metaphor

**Vocabulary Development** (70 points; 10 points each)

Match the definition on the left with the Vocabulary word on the right. On the line provided, write the letter of the Vocabulary word.

- |                                 |              |
|---------------------------------|--------------|
| _____ 4. bright                 | a. adorning  |
| _____ 5. fierce                 | b. essences  |
| _____ 6. glow                   | c. trilling  |
| _____ 7. decorating             | d. dank      |
| _____ 8. clammy                 | e. ferocious |
| _____ 9. odors                  | f. vivid     |
| _____ 10. singing with a warble | g. luster    |

SELECTION TEST *Student Edition page 232*

# The Story of the Eagle

Joseph M. Marshall III

**Comprehension** (50 points; 10 points each)

On the line provided, write the letter of the *best* answer to each of the following items.

- \_\_\_\_\_ 1. The myth “The Story of the Eagle” provides an explanation of why —
- A humans populate the earth
  - B humans are punished for disobedience
  - C some animals are kind to humans
  - D stories are passed down through generations
- \_\_\_\_\_ 2. Which of the following is an internal conflict for the young woman?
- F The flood
  - G Starvation
  - H Loneliness
  - J Lack of shelter
- \_\_\_\_\_ 3. Which of the following quotations contains a simile?
- A “His brown eyes had lost their usual sparkle.”
  - B “She felt as though she were soaring.”
  - C “She felt powerful as everything on the Earth grew smaller.”
  - D “It is sheltered from the cold winter wind.”
- \_\_\_\_\_ 4. Which of the following characters represents a god?
- F The eagle
  - G The young girl
  - H Grandfather
  - J The bear

- \_\_\_\_\_ 5. The storytellers who passed down this myth were emphasizing the importance of —
- A obedience
  - B hope
  - C self-sufficiency
  - D compassion

**Vocabulary Development** (50 points; 10 points each)

Complete each analogy with a word from the box on the right.

- 6. LABOR : RELAX :: rejoice : \_\_\_\_\_
- 7. DAY : NIGHT :: creation : \_\_\_\_\_
- 8. DOG : POODLE :: house : \_\_\_\_\_
- 9. LOVE :: COMPASSIONATE: anger : \_\_\_\_\_
- 10. LUNG : GILL :: fingers : \_\_\_\_\_

destruction  
vengeful  
lament  
lodge  
talons

**SELECTION TEST** *Student Edition page 247*

# The Spirit Wife

Richard Erdoes and Alfonso Ortiz

## Comprehension (40 points; 10 points each)

On the line provided, write the letter of the *best* answer to each of the following items.

- \_\_\_\_\_ 1. Which phenomenon does the myth "The Spirit Wife" seek to explain?
- A The changing of the seasons
  - B Death
  - C The creation
  - D The movement of the sun
- \_\_\_\_\_ 2. What is one effect of the young man's touching his spirit-wife before they reach home?
- F She becomes angry and leaves him for the netherworld.
  - G The owl-people put him in a trance.
  - H She turns into an owl.
  - J The earth is saved from overpopulation.
- \_\_\_\_\_ 3. What character trait of the young man causes his tragedy?
- A Impatience
  - B Grief
  - C Compassion
  - D Bravery
- \_\_\_\_\_ 4. Which of the following sayings *best* expresses the lesson of the myth?
- F Love will conquer all.
  - G Good things come to those who wait.
  - H Greed is a permanent slavery.
  - J He who suffers remembers.

**Vocabulary Development** (60 points; 10 points each)

Use context clues to figure out the meaning of the boldface Vocabulary word. On the line provided, write the letter of the correct answer.

- \_\_\_\_\_ 5. "The spirit-wife tried to **dissuade** him, but could not overcome his determination."  
a. persuade  
b. ignore  
c. warn off  
d. challenge
- \_\_\_\_\_ 6. "One day the trail led to a deep, almost bottomless **chasm**."  
a. tower  
b. crevice  
c. ocean  
d. underworld
- \_\_\_\_\_ 7. "It seemed that he must fall into the **abyss** and be dashed into pieces."  
a. stream  
b. distress  
c. peak  
d. pit
- \_\_\_\_\_ 8. "'Let not your desire to touch and **embrace** her get the better of you.'"  
a. hold  
b. bid farewell  
c. carry  
d. push away
- \_\_\_\_\_ 9. "The owl-beings **reverently** laid their feathered prayer sticks before the altar of that netherworld."  
a. anxiously  
b. with deep respect  
c. with design  
d. speedily

- \_\_\_\_\_ 10. "If he had practiced patience and **self-denial** for only a short time, then death would have been overcome."
- a. stubbornness
  - b. rescue
  - c. design
  - d. restraint

## SELECTION TEST

Student Edition page 260



# Orpheus and Eurydice

William F. Russell

## Comprehension (70 points; 10 points each)

On the line provided, write the letter of the *best* answer to each of the following items.

- \_\_\_\_\_ 1. The myth “Orpheus and Eurydice” provides an explanation of —
- A why the seasons change
  - B how the earth originated
  - C what happens after death
  - D what causes thunder
- \_\_\_\_\_ 2. “Orpheus and Eurydice” contains all of the following archetypes *except* a —
- F heroic quest
  - G sacrificial hero
  - H beautiful woman in danger
  - J disastrous flood
- \_\_\_\_\_ 3. What supernatural skill does Orpheus have?
- A He is able to fly.
  - B He is able to play music that captivates listeners.
  - C He is a persuasive speaker.
  - D He has great strength.
- \_\_\_\_\_ 4. All the of the following statements are true of Orpheus and the young man in “The Spirit Wife” *except* —
- F Both are aided by friendly animal spirits.
  - G Both must confront a dangerous obstacle to enter the underworld.
  - H Both are given a strict rule to follow.
  - J Both come to the aid of a woman in danger.

- \_\_\_\_\_ 5. Who is the god of the underworld in Greek mythology?
- A Zeus
  - B Hades
  - C Calliope
  - D Persephone
- \_\_\_\_\_ 6. The mother of King Hades's wife is Demeter, the goddess of agriculture. Demeter is identified with the Roman goddess Ceres. Which of the following English words comes from Ceres' name?
- F Ceremony
  - G Cerebral
  - H Series
  - J Cereal
- \_\_\_\_\_ 7. Urania is the Greek muse of astronomy. Which of the following words comes from the same root as her name?
- A Uranium
  - B Cranium
  - C Urgency
  - D All of the above

**Vocabulary Development** (30 points; 10 points each)

Match each Vocabulary word with its description by writing the correct letter on the lines provided.

- |                     |  |
|---------------------|--|
| _____ 8. shrouded   | a. Synonyms for this word are <i>arrogance</i> , <i>disrespect</i> , and <i>impertinence</i> . |
| _____ 9. gnashing   | b. The ancient Indo-European base of this word is <i>ghen</i> , meaning "to gnaw."             |
| _____ 10. insolence | c. The noun form of this word names a cloth used to wrap a body for burial.                    |

**SELECTION TEST***Student Edition page 272*

# *from* Now Let Me Fly

by Marcia Cebulski

## **Comprehension** (60 points; 10 points each)

On the line provided, write the letter of the *best* answer to each of the following items.

- \_\_\_\_\_ 1. Dialogue occurs in this play when —
- A Houston introduces Barbara
  - B Barbara speaks to the students in the auditorium
  - C Barbara sings “This Little Light of Mine”
  - D Barbara and Mrs. Gates speak in the office
- \_\_\_\_\_ 2. Which of the following is an example of stage directions from *Now Let Me Fly*?
- F “HOUSTON *escorts* BARBARA JOHNS *forward to address a school assembly.*”
  - G “**Houston.** Farmville, Virginia. The R. R. Moton High School auditorium.”
  - H “Hold your tongues, turn around in an orderly fashion and return to your classrooms.”
  - J “*End of Scene 7.*”
- \_\_\_\_\_ 3. When you paraphrase a text, you —
- A make an outline
  - B critique the main points
  - C connect the main idea to your life
  - D restate the ideas in your own words
- \_\_\_\_\_ 4. When Barbara Johns delivers a monologue, she —
- F expresses her private thoughts to herself
  - G describes her thoughts to other characters
  - H uses a recording of her voice
  - J describes an event that is related to but not part of the play


“Jail would be the least of your problems, girl. You walk in there and a plan of action will be set in motion . . .”

- \_\_\_\_\_ 5. Read the passage above, spoken by Mrs. Gates. Which of the following statements provides the *best* paraphrasing of this passage?
- A I’m going to have you put in jail if you walk into the office. There is enough trouble already happening.
  - B Something much worse than being sent to jail will happen to you. A planned response will take place if you continue.
  - C Not only will you all go to jail, you’ll end up in prison. The judge has already planned to have you arrested if you don’t stop.
  - D Jail won’t be a problem. Go ahead, talk with the judge and put your plan into action.
- \_\_\_\_\_ 6. Which of the following words *best* describes Mrs. Gates?
- F Open-minded
  - G Thoughtful
  - H Contemptuous
  - J Kindhearted

**Vocabulary Development** (40 points; 10 points each)

Match the Vocabulary word with its meaning at the right. Write the letter of the correct answer on the line provided.

- |                      |                |
|----------------------|----------------|
| _____ 7. prerogative | a. associating |
| _____ 8. grievance   | b. right       |
| _____ 9. alleviated  | c. lightened   |
| _____ 10. consorting | d. complaint   |

**SELECTION TEST** Student Edition page 292

# Interview with Mae

Mae Jemison

## Comprehension (60 points; 10 points each)

On the line provided, write the letter of the *best* answer to each of the following items.

- \_\_\_\_\_ 1. How did Mae Jemison feel when she was in space?
- A Frightened
  - B Indifferent
  - C Excited
  - D Timid
- \_\_\_\_\_ 2. What activity do mission specialists participate in that other astronauts do not?
- F Space walks and experiments
  - G Food preparation
  - H Science classes
  - J Weightlessness training
- \_\_\_\_\_ 3. According to Jemison, what is the *best* way to prepare for a career as an astronaut?
- A Taking many science classes
  - B Being well-rounded
  - C Specializing in engineering
  - D Asking for permission
- \_\_\_\_\_ 4. Even though she was usually the only African American woman in her class, Jemison felt comfortable during her time at NASA because —
- F she was pursuing her goal
  - G she's at ease with herself
  - H she was smarter than most of her classmates
  - J she had trained to be an astronaut all her life

\_\_\_\_\_ 5. What word does Jemison object to?

- A Dream
- B Purpose
- C Motto
- D Profession

\_\_\_\_\_ 6. All of the following are 5W-How? questions *except* —

- F What classes did Mae Jemison take in preparation for becoming an astronaut?
- G How did Jemison go about achieving her dreams?
- H When did Jemison know what career she wished to pursue?
- J Which fact about Jemison impressed you the most?

**Vocabulary Development** (40 points; 10 points each)

Match the definition on the left with the Vocabulary word on the right. On the line provided, write the letter of the Vocabulary word.

\_\_\_\_\_ 7. able to rise

a. misconceptions

\_\_\_\_\_ 8. highest-level university degree

b. buoyant

\_\_\_\_\_ 9. false ideas

c. neutral

\_\_\_\_\_ 10. indefinite

d. doctorate

## SELECTION TEST Student Edition page 300

 **Homecoming** Richard Rodriguez**Ishi Apparently Wasn't the Last Yahi**

Gretchen Kell

**The Repatriation of Ishi**

Smithsonian National Museum of Natural History

**Comprehension** (40 points; 10 points each)

On the line provided, write the letter of the *best* answer to each of the following items.

- \_\_\_\_\_ 1. The author's purpose in "Homecoming" is to —
- A inform readers about Ishi's story
  - B convince readers that Native Americans have been treated unfairly
  - C compare the actual conditions faced by Native Americans with depictions in Hollywood westerns
  - D praise the people who brought Ishi's brain back to California
- \_\_\_\_\_ 2. What information in the second article suggests that the Yahi people were forced to adapt?
- F They worked on Native American crafts.
  - G They would not say their names.
  - H They intermingled with people of other American Indian nations.
  - J they recorded material in Yahi.
- \_\_\_\_\_ 3. You can find all of the information in the time line included with the third piece *except* —
- A what caused Ishi's death
  - B where Ishi first came into contact with non-Native Americans
  - C whether Ishi was the last of his people
  - D where Ishi lived

- \_\_\_\_\_ 4. After reading all three sources, you can conclude that —
- F Ishi invented his own name
  - G Theodora Kroeber is the definitive scholar on Ishi
  - H Ishi was the last of his people
  - J Ishi's brain was returned to California

**Vocabulary Development** (60 points; 10 points each)

Complete each sentence below with the *best* word from the group.

**diminished      accumulated      perpetuate      ideology      linguistic      enmeshed**

5. Scientists no longer \_\_\_\_\_ the myth that Ishi was the last of his people.
6. Over time the Yana people became \_\_\_\_\_ in white American society.
7. Ishi's society was unable to remain strictly faithful to their traditional \_\_\_\_\_.
8. In spite of the \_\_\_\_\_ number of Yahi, they were able to prosper for a time.
9. Ishi's recording of \_\_\_\_\_ material provided information on the Yahi language.
10. Much evidence has been \_\_\_\_\_ showing that ideas long held about Ishi were incorrect.

## SELECTION TEST Student Edition page 314

 Free Minds and Hearts at Work

Jackie Robinson

## Jackie Changed the Face of Sports

Larry Schwartz

**Comprehension** (50 points; 10 points each)

On the line provided, write the letter of the *best* answer to each of the following items.

- \_\_\_\_\_ 1. “Free Minds and Hearts at Work” is a primary source because Jackie Robinson —
- A included letters in the selection
  - B recounts something he experienced firsthand
  - C expresses deeply felt opinions
  - D is based on a number of viewpoints
- \_\_\_\_\_ 2. What is the **main idea** of “Free Minds and Hearts at Work”?
- F Positive change is possible in a free society.
  - G The national anthem has more meaning than it used to.
  - H The integration of baseball was an important development.
  - J Human beings are not perfect.
- \_\_\_\_\_ 3. Which detail from “Jackie Changed the Face of Sports” is an opinion?
- A Robinson made his debut in 1947.
  - B Robinson was the target of hate mail.
  - C Robinson was named Most Valuable Player.
  - D Robinson commanded the attention of everyone who watched a game.
- \_\_\_\_\_ 4. Why didn’t Jackie Robinson respond to racial taunts?
- F The taunts didn’t bother him.
  - G He didn’t want to jeopardize the chances of other African Americans.
  - H He wanted to obey Branch Rickey.
  - J He would not have been as highly regarded if he had responded.

- \_\_\_\_\_ 5. All of the following are examples of secondary sources *except* —
- A a biography
  - B an interview
  - C a textbook
  - D an encyclopedia

**Vocabulary Development** (50 points; 10 points each)

On the line provided, write the word that *best* completes each sentence.

probability    static    prone    epitaphs    instilling

6. The \_\_\_\_\_ directed at Robinson would shock people at the ballpark today.
7. Although he was \_\_\_\_\_ to standing up for himself, Robinson understood that doing so was dangerous.
8. Robinson challenged baseball's \_\_\_\_\_ views on race relations.
9. The \_\_\_\_\_ of integrating baseball did not seem very high before Jackie Robinson's time.
10. Robinson succeeded in \_\_\_\_\_ better attitudes in baseball fans nationwide.

**SELECTION TEST** *Student Edition page 324*

# Be an Everyday Freedom Hero!

## National Underground Railroad Freedom Center

### Comprehension (50 points; 10 points each)

On the line provided, write the letter of the *best* answer to each of the following items.

- \_\_\_\_\_ 1. Why is James Gilliland notable in the history of slavery?
- A He formed an antislavery church.
  - B He was a conductor on the Underground Railroad.
  - C He detained Japanese Americans.
  - D He led a rebellion in Cambodia.
- \_\_\_\_\_ 2. According to the writer, why does slavery still exist?
- F Because it's unfair
  - G Because there are many problems in the world
  - H Because of greed
  - J Because few people are aware of it
- \_\_\_\_\_ 3. Which of the following is an example of a statistic?
- A "Maybe you get a blanket and a bowl of beans."
  - B "In Haiti some 300,000 kids—called *restavecs*—toil from sunrise to sunset."
  - C "People's freedom has been lost or taken away."
  - D "Laquetta Shepard stands in the middle of a rally."
- \_\_\_\_\_ 4. All of the following evidence supports the author's argument *except* that —
- F children are forced into military units
  - G speaking up can stop an injustice
  - H the Thirteenth Amendment banned slavery
  - J young boys are often kidnapped or sold
- \_\_\_\_\_ 5. The writer wrote with all of the following purposes in mind *except* to —
- A persuade
  - B inform
  - C convince
  - D entertain

**Vocabulary Development** (50 points; 10 points each)


On the line after each sentence, write the Vocabulary word that is similar in meaning to the italicized word or phrase.

detains      boycott      servitude      contemporary      statistics

6. A *refusal to purchase* items that child laborers help produce them.  
\_\_\_\_\_
7. The existence of slavery in *modern* times should spur all of us to take action.  
\_\_\_\_\_
8. I found the writer's argument hard to believe, but apparently the *data* back up his claims. \_\_\_\_\_
9. I think it's obvious that no one should be held in *subjection*. \_\_\_\_\_
10. I will not support any organization that tolerates a system that *confines* young children.  
\_\_\_\_\_

**SELECTION TEST**

Student Edition page 334



# Equal Employment Opportunity Is the Law

**Comprehension** (100 points; 20 points each)

On the line provided, write the letter of the *best* answer to each of the following items.

- \_\_\_\_\_ 1. Which of the following items is a workplace document?
- A A dictionary
  - B A textbook
  - C An employee manual
  - D A warranty
- \_\_\_\_\_ 2. In “Equal Employment Opportunity Is the Law,” all of the following are section headers *except* —
- F Employers Holding Federal Contracts or Subcontracts
  - G Race, Color, Religion, Sex, National Origin
  - H Private Employment, State and Local Governments, Educational Institutions
  - J Programs or Activities Receiving Federal Financial Assistance
- \_\_\_\_\_ 3. Affirmative action guarantees —
- A equal opportunities for employment
  - B a federal government contract
  - C that employees need not fear retaliation
  - D job training
- \_\_\_\_\_ 4. The third excerpt includes all of the following information *except* —
- F steps to take if you’ve been discriminated against
  - G the address of the U.S. Equal Employment Opportunity Commission
  - H a phone number for the EEOC
  - J the actions required under Executive Order 11246
- \_\_\_\_\_ 5. The fourth section of the document deals with discrimination within —
- A programs that receive government assistance
  - B job training
  - C private companies
  - D all educational institutions

## SELECTION TEST

Student Edition page 340

# Documenting Invention

 Alison Oswald

## Victor Ochoa's Biographical Sketch

**Comprehension** (100 points; 20 points each)

On the line provided, write the letter of the *best* answer to each of the following items.

- \_\_\_\_\_ 1. According to "Documenting Invention," the purpose of the MIND program is to —
- A recognize Victor Ochoa
  - B preserve the history of invention
  - C produce brochures
  - D sketch drawings of inventions
- \_\_\_\_\_ 2. All of the following items are included on the bulleted list *except* —
- F Computer Disks
  - G Grant Applications
  - H Locating an Appraiser
  - J Photographs
- \_\_\_\_\_ 3. The form at the end of the selection asks for all of the following information *except* —
- A name
  - B address
  - C phone number
  - D Zip code
- \_\_\_\_\_ 4. The windmill Victor Ochoa invented was remarkable because it was —
- F made of recycled cans
  - G discovered only recently
  - H only two feet tall
  - J able to store electricity

\_\_\_\_\_ 5. The Ochoaplane is made up of all of the following elements *except* —

- A bicycles
- B a motor
- C a seat
- D a bird's tail

**SELECTION TEST** Student Edition page 349

# Recycling Guide for Native American Nations


## U.S. Recycling Symbols

**Comprehension** (100 points; 20 points each)

On the line provided, write the letter of the *best* answer to each of the following items.

- \_\_\_\_\_ 1. The information in a functional document should be presented in —  
A a bulleted list  
B boldface  
C a logical sequence  
D all of the above
- \_\_\_\_\_ 2. Questions for communities to answer before setting up a recycling program are presented in —  
F a chronological sequence  
G a bulleted list  
H an illustration  
J a heading
- \_\_\_\_\_ 3. Under which heading is information on getting people involved in a recycling program found?  
A Setting Up a Recycling Program  
B Educating the Community  
C Origin of the Recycling Symbol  
D Recycling Symbols for Plastic Packaging
- \_\_\_\_\_ 4. The recycling symbol on plastic packages includes all of the following *except* —  
F a triangle  
G an acronym  
H a number  
J a picture



- \_\_\_\_\_ 5. The symbol  might be found on all of the following products *except* —
- A trash bags
  - B straws
  - C cereal-box liners
  - D milk containers

## SELECTION TEST

Student Edition page 4

# Works Cited List: Recycling

**Comprehension** (100 points; 20 points each)

On the line provided, write the letter of the *best* answer to each of the following items.

\_\_\_\_\_ 1. In a *Works Cited* list, citations are listed —

- A in order of access
- B alphabetically by author
- C alphabetically by title
- D in chronological order by date of publication

\_\_\_\_\_ 2. The name of the Web site where “A Guide to Recycling at Work” can be found is —

- F Recycling: It Starts with You
- G American Forest and Paper Association
- H Congress Daily
- J None of the above

\_\_\_\_\_ 3. When was “Learning to Protect Mother Earth” accessed?

- A Fall 1991
- B February 23, 2006
- C February 16, 2006
- D March 19, 2006

\_\_\_\_\_ 4. Which source is credited to an individual author?

- F “Learning to Protect Mother Earth”
- G “Curbside Recycling: A Step Toward Sustainability”
- H “Who We Are”
- J “Information Exchange”

\_\_\_\_\_ 5. Citations in a *Works Cited* list follow —

- A consumer-document format
- B technical-citation style
- C Modern Language Association style
- D chronological order

# Section Four

## Answer Key to Selection Tests



## ANSWER KEY TO SELECTION TESTS

### My Horse

by Devon A. Mihesuah

SELECTION TEST, *page 67*

#### Comprehension

1. A
2. H
3. D
4. H
5. D

#### Vocabulary Development

6. b
7. c
8. e
9. d
10. a

### Music Lady

by Vickie Sears

SELECTION TEST, *page 69*

#### Comprehension

1. B
2. F
3. D
4. F

#### Vocabulary Development

5. sprightly
6. gravitate
7. tolerant
8. affirmative
9. ponderous
10. wrested

### Trees

by Jennifer Tseng

SELECTION TEST *page 71*

#### Comprehension

1. A
2. H
3. D
4. G
5. B

### My Delicate Heart Condition

by Toni Cade Bambara

SELECTION TEST, *page 73*

#### Comprehension

1. B
2. J
3. C
4. H
5. D
6. G

#### Vocabulary Development

7. c
8. a
9. d
10. b

### The One Who Watches

by Judith Ortiz Cofer

SELECTION TEST, *page 75*

#### Comprehension

1. D
2. F
3. B
4. H
5. D
6. F

#### Vocabulary Development

7. sautéing
8. offended
9. sentimental
10. monstrous

### The Lesson

by Dianne E. Dixon

SELECTION TEST, *page 77*

#### Comprehension

1. B
2. J
3. C
4. F

#### Vocabulary Development

5. pathetic
6. agitated
7. transported
8. atrocious
9. audacity
10. predominantly

### Mr. Shaabi

by Pnina Kass

SELECTION TEST, *page 79*

#### Comprehension

1. C
2. J
3. A
4. J
5. B

### from Hunger of Memory

by Richard Rodriguez

SELECTION TEST, *page 81*

#### Comprehension

1. B
2. H
3. A
4. J

#### Vocabulary Development

5. feigned
6. intimidated
7. conveyed
8. exuberance
9. repetition
10. inevitably

### All-American Girl

by Julia Alvarez

SELECTION TEST, *page 83*

#### Comprehension

1. B
2. H
3. D
4. F
5. D

## ANSWER KEY TO SELECTION TESTS

### Kipling and I

by Jesús Colón

SELECTION TEST, page 85

Comprehension

1. D
2. J
3. D
4. F
5. C

Vocabulary Development

6. a
7. c
8. b
9. d
10. c

### The New Girl

by Nicole Keeter

SELECTION TEST, page 88

Comprehension

1. B
2. H
3. A
4. G
5. D

Vocabulary Development

6. d
7. c
8. e
9. b
10. a

### Three Wise Guys

by Sandra Cisneros

SELECTION TEST, page 90

Comprehension

1. D
2. H
3. A
4. J
5. C

Vocabulary Development

6. obstructed
7. portable
8. improvised
9. embossed
10. prophecy

### Hurdles

by Derek Kirk Kim

SELECTION TEST, page 92

Comprehension

1. C
2. G
3. A
4. J
5. B

### Prologue from Walking with the Wind

by John Lewis

SELECTION TEST, page 94

Comprehension

1. A
2. J
3. C
4. G
5. D
6. G

Vocabulary Development

7. beacon
8. dignity
9. monumental
10. essence

### March

by Clay Goss

SELECTION TEST, page 96

Comprehension

1. B
2. J
3. A
4. H
5. D
6. G

Vocabulary Development

7. b
8. c
9. d
10. a

### Slam, Dunk, & Hook

by Yusef Komunyakaa

SELECTION TEST, page 98

Comprehension

1. C
2. J
3. D
4. F
5. A

### Dream Deferred

by Langston Hughes

SELECTION TEST, page 100

Comprehension

1. C
2. H
3. B
4. J
5. C

### "jump mama"

by Kurtis Lamkin

SELECTION TEST, page 102

Comprehension

1. B
2. F
3. C
4. J
5. C

### The Pocketbook Game

Alice Childress

SELECTION TEST, page 104

Comprehension

1. A
2. H
3. D
4. H
5. B
6. G

Vocabulary Development

7. distrust
8. roams
9. dashed
10. peculiar

## ANSWER KEY TO SELECTION TESTS

### Codes of Conduct

by Adrienne Su

SELECTION TEST, *page 106*

#### Comprehension

1. B
2. H
3. B
4. J

#### Vocabulary Development

5. e
6. a
7. f
8. b
9. c
10. d

### Transformation

by Lydia Minatoya

SELECTION TEST, *page 108*

#### Comprehension

1. A
2. H
3. D
4. H
5. D

#### Vocabulary Development

6. precocious
7. conspicuousness
8. strident
9. soporific
10. ludicrously
11. conventional
12. ingratiate
13. enigmatically
14. tenacious
15. fastidious

### Ellis Island

by Joseph Bruchac

SELECTION TEST, *page 110*

#### Comprehension

1. D
2. G
3. C
4. G
5. D

### The Habit of Movement

by Judith Ortiz Cofer

SELECTION TEST, *page 112*

#### Comprehension

1. B
2. F
3. C
4. F
5. D

### The Memory Stone

by Paul Yee

SELECTION TEST, *page 114*

#### Comprehension

1. B
2. J
3. A

#### Vocabulary Development

4. f
5. e
6. g
7. a
8. d
9. b
10. c

### The Story of the Eagle

by Joseph M. Marshall III

SELECTION TEST, *page 116*

#### Comprehension

1. A
2. H
3. B
4. H
5. D

#### Vocabulary Development

6. lament
7. destruction
8. lodge
9. vengeful
10. talons

### The Spirit Wife

by Richard Erdoes and Alfonso Ortiz

SELECTION TEST, *page 118*

#### Comprehension

1. B
2. J
3. A
4. G

#### Vocabulary Development

5. c
6. b
7. d
8. a
9. b
10. d

### Orpheus and Eurydice

by William F. Russell

SELECTION TEST, *page 121*

#### Comprehension

1. C
2. J
3. B
4. F
5. B
6. J
7. A

#### Vocabulary Development

8. c
9. b
10. a

### from Now Let Me Fly

by Marcia Cebulski

SELECTION TEST, *page 123*

#### Comprehension

1. D
2. F
3. D
4. G
5. B
6. H

## ANSWER KEY TO SELECTION TESTS

### Vocabulary Development

7. b
8. d
9. c
10. a

### Interview with Mae

by Mae Jemison

SELECTION TEST, *page 125*

#### Comprehension

1. C
2. F
3. B
4. G
5. A
6. J

### Vocabulary Development

7. b
8. d
9. a
10. c

### Homecoming

by Richard Rodriguez

### Ishi Apparently Wasn't the Last Yahi

by Gretchen Kell

### The Repatriation of Ishi

by the Smithsonian  
National Museum of  
Natural History

SELECTION TEST, *page 127*

1. A
2. H
3. C
4. J

### Vocabulary Development

5. perpetuate
6. enmeshed
7. ideology
8. diminished
9. linguistic
10. accumulated

### Free Minds and Hearts at Work

by Jackie Robinson

### Jackie Changed the Face of Sports

by Larry Schwartz

SELECTION TEST, *page 129*

#### Comprehension

1. B
2. F
3. D
4. G
5. B

### Vocabulary Development

6. epitaphs
7. prone
8. static
9. probability
10. instilling

### Be an Everyday Freedom Hero!

SELECTION TEST, *page 131*

#### Comprehension

1. A
2. H
3. B
4. H
5. D

### Vocabulary Development

6. boycott
7. contemporary
8. statistics
9. servitude
10. detains

### Equal Employment Opportunity Is the Law

SELECTION TEST, *page 133*

#### Comprehension

1. C
2. G
3. A
4. J
5. A

### Documenting Invention

by Alison Oswald

### Victor Ochoa's Biographical Sketch

SELECTION TEST, *page 134*

#### Comprehension

1. B
2. H
3. C
4. J
5. D

### Recycling Guide for Native American Nations

### U.S. Recycling Symbols

SELECTION TEST, *page 136*

#### Comprehension

1. C
2. G
3. B
4. J
5. B

### Works Cited List: Recycling

SELECTION TEST, *page 138*

#### Comprehension

1. B
2. F
3. D
4. G
5. C

# Notes

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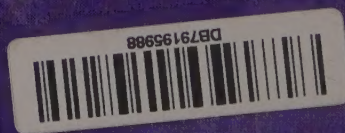
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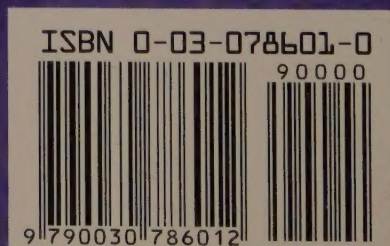
**ELEMENTS OF  
LITERATURE**

# Holt Multicultural Reader

**Teacher's Guide**



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